EDUCATION CANNOT WAIT

The global fund for education in emergencies

Stronger Together in Crises

2019 Annual Results Report

ABOUT THIS PUBLICATION

This report was elaborated under the direction of the Education Cannot Wait (ECW) Secretariat, with contributions from the ECW Executive Committee, grant recipients, and constituents of the ECW High-Level Steering Group. The report covers the period from 1 January 2019 to 31 December 2019.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including donor agencies or the UN Member States. The boundaries, names, and designations used on the maps in this publication do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries. All figures are presented in US dollars.

Education Cannot Wait, June 2020

ABOUT EDUCATION CANNOT WAIT (ECW):

ECW is the first global fund dedicated to education in emergencies and protracted crises. It was launched by international humanitarian and development aid actors, along with public and private donors, to address the urgent education needs of 75 million children and youth in conflict and crisis settings. ECW's investment modalities are designed to usher in a more collaborative approach among actors on the ground, ensuring relief and development organizations join forces to achieve education outcomes. Education Cannot Wait is hosted by UNICEF. The Fund is administered under UNICEF's financial, human resources, and administrative rules and regulations, while operations are run by the Fund's own independent governance structure.

Please follow @EduCannotWait on Twitter, and Education Cannot Wait on Facebook, LinkedIn and Instagram

Additional information is available at www.educationcannotwait.org
Contact: info@un-ecw.org

Front cover: © UNICEF/Ose
A girl student hard at work at Beseka ABE Center in in Fantale Woreda of Oromia State, Ethiopia

EDUCATION CANNOT WAIT

The global fund for education in emergencies

Stronger Together in Crises

2019 Annual Results Report

© UNICEF/Malas

Hamzeh, 15, is attending an accelerated learning programme at a disability-friendly school supported by ECW in Douma, East Ghouta, Syria.

After a shell killed his brothers and forced his family out of their home in 2013, Hamzeh had to drop out of school. But his determination to resume learning kept him hopeful for years. "I knew it wasn't going to be easy; but being in school would give meaning to my life," he said.

© UNICEF/Malas

FOREWORD

"BEING IN SCHOOL WOULD GIVE MEANING TO MY LIFE"

One person's story can inspire the hopes of a generation; their experience – and struggle – can make us determined to work for a better world. I wish to share with you the harrowing, yet hopeful, story of Hamzeh, a 15-year-old boy from Syria, who was born with lower-body paralysis and struggles with verbal articulation. All odds were stacked against Hamzeh from a young age. In 2013, he lost his three brothers after a bomb struck his home. Forced to flee with his parents, Hamzeh had to drop out of school in the second grade. Uprooted and traumatized by the loss of his brothers, he began to lose his ability to speak.

But Hamzeh did not lose hope. For years, and although aware of the challenges faced, his sheer determination to resume learning drove his optimism. In 2018, Hamzeh enrolled in an accelerated learning programme supported by Education Cannot Wait (ECW). Although his mother was at first worried about his safety and mobility at school, Hamzeh's passion for learning convinced her to let him attend. Hamzeh is now at a disability-friendly school, squeezing two years of lost learning into each year and finally catching up on the education he has missed.

Hamzeh's soul-touching story is shared by millions of boys and girls whose lives have been turned upside-down by conflicts, natural disasters and forced displacement. It demonstrates and proves that when a young person does not give up hope and the global community stands with them in solidarity, they can achieve their dreams and hopes for a better future.

ECW works to serve the 75 million children and youth whose education has been disrupted by crisis. This year's annual report shows ECW going from strength to strength, barely three years into its operations. By the end of 2019, ECW's investments had provided learning opportunities to over 3.5 million children and youth affected by humanitarian crises, 48 per cent of whom were girls. Some 2.6 million children were reached in 2019 alone.

Data from ECW's earlier interventions are beginning to yield encouraging results. From 2017 to 2019, the primary enrolment rate for refugee children improved from 53 per cent to 75 per cent in Uganda and from 62 per cent to 67 per cent in Ethiopia. Learning levels in reading and mathematics are improving when measured, although more needs to be done to improve the monitoring of learning outcomes.

ECW disbursed US$131 million across 29 countries in 2019, more than its 2017 and 2018 investments combined. This included over 100 First Emergency Response grants and 10 Multi-Year Resilience Programmes. ECW continued to increase the speed of its operations: 50 per cent of countries that experienced sudden onset emergencies received funds in less than 8 weeks after the humanitarian appeal, up from 41 per cent in 2018.

The ECW model, which incentivizes humanitarian and development actors to plan and respond jointly under the leadership of the government, matured throughout the year. Seed funding for Multi-Year Resilience Programmes generated important operational learnings and leveraged new resources at the country level. 2019 also saw ECW launch its first regional education responses: to the Sahel and Venezuela crises.

Progress was made to strengthen capacities for response and recovery. 26 per cent of ECW funding was disbursed as directly as possible to local providers, exceeding the Grand Bargain target of 25 per cent. However, more needs to be done to reach ECW's 30 per cent target. Increased use of Joint Education Needs Assessments and stronger outcome-level results monitoring have helped drive improvements in evidence and accountability.

Globally, the share of education in all humanitarian funding increased from 4.3 per cent in 2018 to 5.1 per cent in 2019, representing a record amount of over US$700 million. In 2019, ECW itself raised US$252.8 million from both public and private donors – up from US$159.6 million raised in 2018 – bringing the total amount mobilized since the fund's inception to US$585.9 million.

Funding is now more diverse than ever, with private sector contributions increasing from 2 per cent in 2018 to 7 per cent in 2019, and US$120 million in funding now 'actively' aligned to Multi-Year Resilience Programmes at the country level.

And this new diversity in provision emphasizes the importance of ECW beyond its own resources. ECW convenes, coordinates and catalyses the global education response to humanitarian crises, working alongside great humanitarian organizations in both the global family of institutions and the private and NGO sectors.

While progress has been impressive, the challenge today is even bigger than before. Humanitarian appeals for education remained significantly underfunded: at 43.5 per cent in 2019, down from 47.5 per cent in 2018. As needs grow because of the COVID-19 crisis, ECW's work – inspiring political commitment and increased financing – is needed now more than ever.

This year's ECW annual report comes at an unprecedented time for humanity. The COVID-19 pandemic has swept through large parts of the world, threatening decades of hard-won development gains. Global poverty numbers are rising for the first time in this century. Indicators of human development are expected to register a decline for the first time since the 1990s, 90 per cent of the world's school-age children and youth have had their education disrupted and the number of people going hungry is expected to double by the end of the year. Education is at risk of being cut back as tax revenues fall, education is crowded out, international aid falls and multilateral assistance is under pressure from the rising needs of health and social protection.

Some 79.5 million are displaced around the world: more people than at any time since World War II. Almost half – 34 million – of those displaced are children and youth. Humanitarian crises are lasting longer than ever before, extreme weather events caused by climate change are on the rise and schools continue to face the threat of attack and armed violence.

COVID-19 is already having a devastating impact on learning for forcibly displaced children and youth. International donor support and shared responsibility are desperately and urgently needed if we are to restore hope and opportunity for the 75 million girls and boys whose education is affected by crises.

ECW's 2019 Annual Results Report shows that its partnership approach is an effective, efficient and equitable model that delivers tangible results in record speed. As the true impact of COVID-19 becomes clear in the coming months, global leaders should invest in ECW's pioneering model to ensure that no young person affected by a crisis is never again left behind.

In conclusion, none of the achievements of ECW could have happened without the leadership and dynamism of Yasmine Sherif and the dedication of her entire staff, who have brilliantly and courageously created, developed and now expanded Education Cannot Wait as a new and valued United Nations institution.

Rt. Hon. Gordon Brown
Chair of the ECW High-Level Steering Group
UN Special Envoy for Global Education

ACKNOWLEDGMENTS

The results presented in this report are the direct result of the steadfast commitment, and strategic and financial support from a broad group of stakeholders, including host-country governments, donors, UN agencies, global and local civil society organizations, philanthropic foundations, and the private sector, among others.

Education Cannot Wait is working through these partnerships to achieve our shared vision of a world where all children and youth affected by crises can learn free of cost, in safety and without fear, to grow and reach their full potential, as outlined in the Sustainable Development Goals. As we build a movement to reach the 75 million children and youth impacted by armed conflicts, forced displacement, natural disasters, global pandemics and protracted crises who are unable to access the safety, protection, hope and opportunity of an education, ECW extends its sincere appreciation for the generous and timely funding of its donors. Without this generous and timely support, none of the results delivered through ECW's global investments and partnerships would be possible.

The ECW Secretariat would particularly like to express its appreciation and thanks to ECW's governance structures – the High-Level Steering Group and the Executive Committee – for their political commitment, strategic support, generous funding and consistent advocacy and campaigning.

In catalysing transformational investments across the humanitarian-development nexus, host-country governments are leading the charge in building local actions, stepping up to provide refugee and displaced children with safe, quality learning environments, and ensuring every child, everywhere has access to an education. Civil society organizations have also stepped up to advocate for ECW and support resource mobilization efforts.

ECW thanks its grantees, whose relentless work on the ground – often in very challenging conditions – ensures education support reaches the most vulnerable children and youth affected by crises.

The ECW Secretariat would also like to thank all the partners and individuals who contributed to its work during this reporting period, in particular those who provided technical support either at global or country levels.

Finally, let us also acknowledge the brave and fearless girls and boys who are attending school for the first time and learning to read and write so that one day they can become doctors, nurses, architects, teachers, small business owners, mechanics and engineers. On the frontlines of education in emergencies and protracted crises, teachers, families, and communities are coming together to leave no child behind.

REPORT CONTRIBUTORS

This report is based on information provided in the programme reports submitted by 75 grantees for 2019. The results described in the report reflect their hard work and dedication on the ground to support children and youth affected by crises in 29 countries.

The report was produced under the guidance of Yasmine Sherif, ECW's Director, and under the leadership of Christian Stoff, Head of ECW's Monitoring, Evaluation and Global Reporting Team. The core report team consisted of Maurits Spoelder, Christian Stoff and Matteo Valenza. The analysis was supported by Tess Brennan, Emily Nguyen, Erica Piazza and Sarah Yunus. Editing was provided by Simon Crittle.
Anouk Desgroseilliers managed the production of the layout and the final copyediting.

Proofreading: DevSmart Group LLC
Graphic design: Svenja Greenwood

The report benefited from valuable inputs and comments from ECW Secretariat colleagues Zeinab Adam, Niladri Bhattacharjee, Michael Corlin, Anouk Desgroseilliers, Eddie Dutton, Nasser Faqih, Graham Lang, Michelle May, Veronique Mysticki, Aida Orgocka, Kent Page and James Thomas Vargas. We are also grateful for valuable inputs and comments from a range of partners, including Yuki Murakami (UNESCO), Thorodd Ommundsen (Global Education Cluster) and Nicolas Servas (Global Education Cluster).

OUR DONORS

Australia

Bulgaria

Canada

Denmark

European Commission

France

Germany

Ireland

Netherlands

Norway

Sweden

Switzerland

UK

USA

دبي العطاء
Dubai Cares

The LEGO Foundation

PORTICUS

Theirworld
A brighter future for every child

CONTENTS

EXECUTIVE SUMMARY **10**

INTRODUCTION **18**

PART I: STRATEGIC OBJECTIVES **25**
Strategic objectives 1 and 2: Inspire political support and financing 26
Strategic objective 3: Improve joint planning and timely responses 36
Strategic objective 4: Strengthen capacity to respond 44
Strategic objective 5: Improve data, evidence and accountability 50

PART II: COLLECTIVE EDUCATION OUTCOMES **58**
Collective education outcome 1: Increased access 59
Collective education outcome 2: Equity and Gender Equality 66
Collective education outcome 3: Greater continuity 75
Collective education outcome 4: Improved learning and skills 81
Collective education outcome 5: Safe and protective learning 96

PART III: WAY FORWARD: RESPONDING TO EVOLVING CHALLENGES **101**

PART IV: COUNTRY INVESTMENT PROFILES **109**
Multi-Year Resilience Programmes (MYRPs)
Afghanistan 110
Bangladesh 112
Central African Republic (CAR) 114
Chad (Initial Investment) 116
Ethiopia (Initial Investment) 117
Somalia 118
South Sudan 120
State of Palestine 122
Syria (Initial Investment) 123
Uganda 124

First Emergency Responses (FERs)
Cameroon 127
Cyclones Idai and Kenneth: Malawi | Comoros | Mozambique | Zimbabwe 128
Democratic Republic of the Congo (DRC) 131
Greece 133
Indonesia 134
Lebanon 135
Nigeria 136
Sahel regional crisis: Burkina Faso | Niger | Mali 138
Venezuela 141
Venezuela regional crisis: Brazil | Colombia | Ecuador | Peru 142
Yemen (Initial Investment) 145

ANNEXES **146**
Annex I: Education indicators by country 147
Annex II: Financial data 150
Annex III: List of acronyms 156

IN 2019, EDUCATION CANNOT WAIT REAFFIRMED ITSELF AS THE GLOBAL FUND FOR EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

The year 2019 was transformative for Education Cannot Wait (ECW) as the global fund substantially increased its operations, distributing US$130.7 million – more than in 2017 and 2018 combined – to 75 grantees in 29 countries.[1] ECW grants active in 2019 reached more than 2.6 million children and youth (48 per cent girls), bringing the total number of children and youth reached since the fund's inception to nearly 3.5 million.[2] In 2019, ECW mobilized $252.8 million from both public and private donors – up from $159.6 million in 2018 – bringing the total of funds mobilized from inception to the end of 2019 to $585.9 million (see Table 1).

1 All results are cumulative for all ECW grants that were active for at least a month in 2019.
2 Due to the complex nature of the crisis in Yemen, about 3.96 million children in Yemen were supported with a different type of assistance compared to that provided in other countries; beneficiaries are thus featured separately.

TABLE 1: CHILDREN AND YOUTH REACHED BY ECW GRANTEES AND RESOURCES MOBILIZED, BY YEAR

	2017	2018	2019
Number of children reached with ECW support (cumulative headcount for all grants active in each year)	0.7 M	1.4 M*	2.6 M*
Resources mobilized in each calendar year **(in US $ million)**	172 M	159.6 M	252.8 M*
Cumulative number of grants since ECW inception	42	70	139

* These figures do not include the 3.96 million children supported in Yemen and who are featured separately (see footnote 2 on the previous page).

Financing remains a top priority for ECW to advance progress on Sustainable Development Goal (SDG) 4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all – and to address the needs of the 75 million children and youth who are left furthest behind in humanitarian emergencies and protracted crises. ECW's efforts come at a moment in history when conflict, natural disaster, displacement of populations, and infectious disease are affecting children and youth at unprecedented levels: there are now more refugees globally than at any time since World War II, half of whom are children. In the face of complex and protracted emergency situations, ECW today provides an influential platform for collective advocacy, resource mobilization, and speed in the delivery of results for children.

ECW's global advocacy for education in emergencies and protracted crises (EiEPC) contributed to the upward trends recorded in humanitarian funding for education, with global humanitarian aid to education increasing fivefold from 2015 to 2019, reaching a record amount of more than $700 million in 2019. The share of global humanitarian funding dedicated to EiEPC grew from 4.3 per cent in 2018 to 5.1 per cent in 2019. More remains to be done, however, as appeals for EiEPC remained significantly underfunded in 2019, with only 43.5 per cent of the required funding secured – down from 47.5 per cent in 2018. Of the total amount raised by ECW for EiEPC in 2019, 35.7 per cent came from development sources and 36 per cent from humanitarian sources. The dual sources of funding highlight ECW's approach supporting humanitarian and development coherence, which lays the groundwork for sustainable solutions to improve learning for children affected by conflict, natural disaster, and forced displacement.

In 2019, six new Multi-Year Resilience Programmes (MYRPs) – bringing together humanitarian and development actors – were jointly launched with national authorities and in-country partners, increasing the number of active MYRPs to 10, with total disbursements under this funding window at about $89 million (22 grants). The year 2019 also marked a high point for disbursements under the First Emergency Response (FER) funding window: $40 million. About $81 million has been disbursed through FERs over the life of the fund using 101

grants. To improve the coherence and efficiency of regional solutions to regional challenges, in 2019 ECW also disbursed approximately $13 million using two regional, rather than country-specific, FER grants: one in the Sahel and one in response to the Venezuela crisis.

ECW funding in 2019 flowed to emerging educational needs within rapidly changing humanitarian contexts, ensuring that education systems did not stop operating and that solutions were put in place at the nexus between humanitarian and development assistance. ECW's investments significantly improved access to education: in Uganda, following ECW's support to the Education Response Plan[3], the primary gross enrolment ratio for refugee children improved from 53 per cent in 2017 to 75 per cent (71.4 per cent for girls) in 2019. Similarly, in Ethiopia, following a $15 million grant implemented by UNICEF, the primary gross enrolment ratio for refugee children rose to 67 per cent, up from 62 per cent in 2018.

Conflict and forced displacement intensified barriers to education for girls, displaced populations, and children with disabilities. Through interventions that addressed gender-based barriers to education, ECW's MYRP grants have reached gender parity, with girls representing 50 per cent of all beneficiaries. In Afghanistan, a successful model of community-based education has reached 57 per cent of girls among its beneficiaries. Restoring access and promoting gender equality does not guarantee that children will complete their education: children and youth affected by crises may drop out of school as they get older due to employment opportunities as well as due to gendered sociocultural norms and expectations that may prevent girls from continuing their education. In 2019, ECW reached more than 108,000 children with early childhood education services, which is fundamental for setting a course for a child's educational journey.

In Bangladesh, approximately 7,000 Rohingya refugee children (49 per cent girls) whose educations had been disrupted by displacement took part in accelerated education tailored to the Myanmar curriculum. Globally, over 35,000 children took part in either catch-up classes or accelerated education to be able to re-enter formal education at the correct age-for-grade. In the Central African Republic, the Norwegian Refugee Council delivered an eight-month accelerated learning programme to 720 conflict-affected children (45 per cent girls), and 85 per cent of children who completed the programme were able to re-enter the formal system after receiving the required certification.

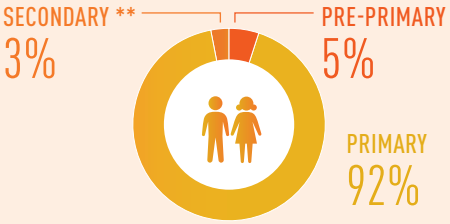
Safe and protective learning environments are necessary for children's well-being and improved learning outcomes; for many children and youth, even walking to and from school exposes them to risk of gender-based violence. To this end, ECW-funded programmes in 2019 provided 4,175 girls and boys with safe transportation to and from educational facilities; and across ECW-supported interventions, more than 102,000 children have been taught by teachers who were trained in psychosocial support and inclusive education.

Delivering quality education and improving learning outcomes are key ECW objectives. In 2019, ECW actively promoted a 'whole-of-child' approach in which interventions address a variety of learning, teaching, organizational, and safety needs. The approach responds to the fact that conflict-affected children and youth often do not have previous schooling experience, nor do they have the mental or academic readiness for learning. ECW also recognizes that teachers and other education personnel play a pivotal role in creating quality learning environments. Since 2017, ECW grantees have trained more than 41,000 teachers and education personnel (46 per cent women). Further, in 2019 more than 1.8 million

3 As part of its MYRP in Uganda, ECW funded a consortium of 12 civil society organizations led by Save the Children to support the implementation of the Education Response Plan. Civil society organizations included APPCO, AVSI, CRS, Finn Church Aid, Humanity and Inclusion, NRC, Plan International, Street Child, Save the Children International, War Child Holland, Windle International Uganda, ZOA, and five local implementing partners.

Results Highlights in 2019:

ECW reached
2.6 million* children
(48% girls):



*This excludes an additional 3.96 million in Yemen
** These figures again exclude Yemen. If one includes Yemen, then the percentages change as follows: 2% for pre-primary; 71% for primary and 27% for secondary education.

504,000 children
reached through
MYRPs
(50% girls)

$130.7 M disbursed
(more than 2017 and 2018 combined)
101 FERs, 10 MYRPs,
and Acceleration Facility
&
$252.8 M mobilized
+ $120M in-country.

50% of countries with sudden-onset crises received
first emergency response in < 8 weeks*

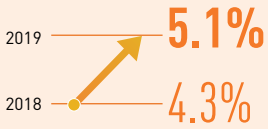
* All of these were natural disasters in 2019

1.8 million
children received
learning materials
(48% girls)

102,000 children and
17,348 education
personnel received
**psychosocial support/
training**

For grants active in 2019,
16 grants reported
strong evidence* for
increased access,
7 for **increased continuity**
and 4 for increases in
learning outcomes

*i.e. two data points



**Growth in the share
of funding** dedicated to
education (as a percentage
of humanitarian funding)

Country Highlights in 2019:

Improved **gross primary enrolment rate for refugee children**
— Ethiopia (from 62% in 2018 to 75% in 2019), Uganda (from 53% in 2017 to 75% in 2019)

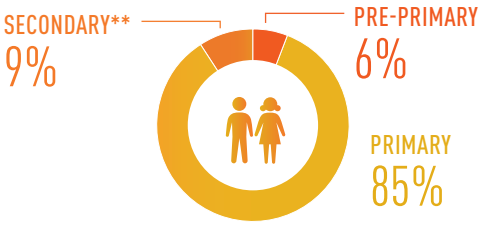
Learning levels in reading and math are improving when measured
—Afghanistan, Nigeria

54,281 children supported with **school feeding**
—Democratic Republic of the Congo, Mali, Somalia, Uganda, Yemen

35,000 children enrolled in accelerated education programmes
—Afghanistan, CAR, DRC and Syria

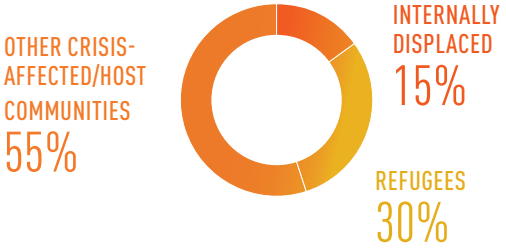
Results Highlights since ECW inception (2017–2019):

3.5 million* children total reached (48% girls):

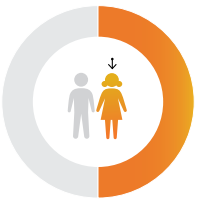


*This excludes an additional 3.96 million in Yemen
** These figures again exclude Yemen. If one includes Yemen, then the percentages change as follows: 2% for pre-primary; 70% for primary and 28% for secondary education.

Breakdown of category of children reached by ECW:



41,500 teachers and education personnel trained (46% women)



Girls represent 50 per cent of all beneficiaries in MYRPs

© Abdul Wasay Hewadmal/Save the Children.

A student reads her maths textbook in a grade 3 community-based learning space funded by ECW in the city of Kunduz, Afghanistan.

children received learning material support, more than doubling the support in previous years. School-based teaching and learning packages were also distributed in 9,673 learning spaces, including school-in-a-box sets containing pencils, erasers, scissors, exercise books, clocks, laminated posters, chalk, and counting cubes.

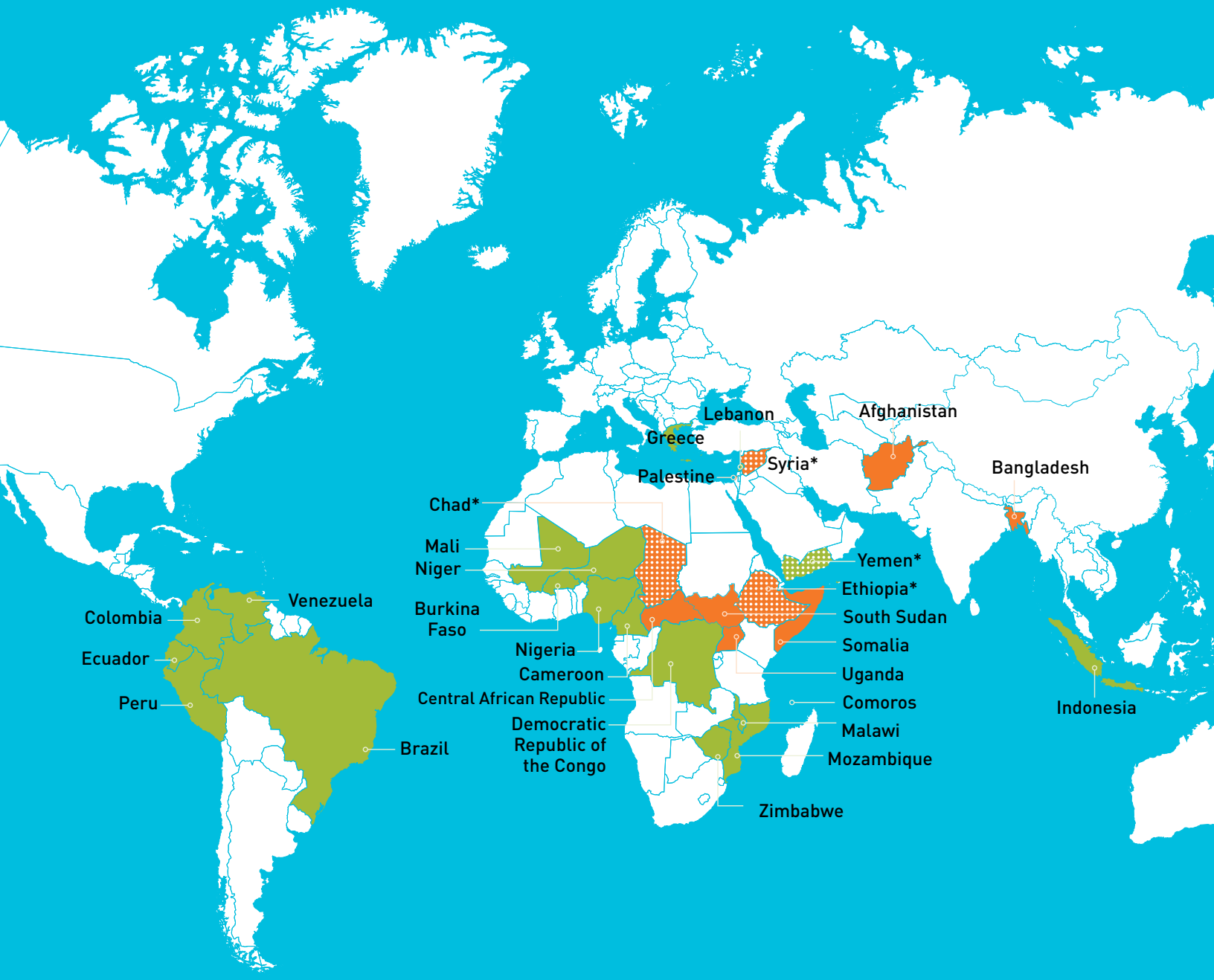
In Nigeria, ECW supported the international NGO Street Child to increase learning in both reading and mathematics through a catch-up programme in areas affected by the Boko Haram insurgency. The programme provided non-formal education for more than 5,200 children aged 4–14 who were either out-of-school or had fallen behind in the formal education system. As a result, the percentage of children who were unable to recognize letters plummeted from 50 per cent to just 1 per cent; the percentage of students able to read words increased from 9 per cent to 43 per cent; and the percentage of students able to read a paragraph of text increased from 1 per cent to 13 per cent. In Afghanistan, Save the Children and the Afghanistan Consortium for Community-based Education and Learning achieved similar improvements: at baseline only 2 per cent of the students were able to read a story and answer related questions correctly, while at endline, after students had received non-formal as well as community-based educational support, 48 per cent could do so. When tested on numeracy, 75 per cent of the students at baseline were unable to recognize three or more single-digit numbers, while at endline the percentage decreased to just 1 per cent.

Based on lessons learned over the last three years, ECW urges donors to increase the share of both humanitarian and development funding for education in crisis contexts, to deliver on the rights of children and youth, and to meet SDG 4. To answer the UN Secretary-General's call for a Decade of Action, in 2020 ECW will continue playing a convening role at the global, regional, and country level, bringing together donors, governments, UN agencies, other global education actors, civil society, and the private sector to build an international movement around EiEPC. In addition to continuing to mobilize and leverage funds at the global level, ECW will further diversify funding with a focus on non-traditional donors, international finance institutions, and philanthropic and private sector organizations. At the country level, ECW will build capacity for advocacy and resource mobilization to leverage additional funding.

To address existing gender imbalances in education outcomes, ECW is committed to reaching more girls than boys – up to 60 per cent of girls – in multi-year programmes. Educating girls delivers well-documented and multidimensional benefits, yet girls who live in conflict-affected countries are almost two and a half times more likely to be out of school than those who do not.

Future investments will contribute to tackling the inequalities within education by trying to address the root causes of gender-based discrimination. Education for refugees and the internally displaced will also remain a key focus for ECW. In 2019, only 63 per cent of refugee children attended primary school (compared to 91 per cent globally) and only 24 per cent of refugees accessed secondary education. While increasing the size of its portfolio, in 2020 ECW will continue to support regional plans and structures to respond to refugee crises affecting multiple countries in a coordinated manner, ensuring not just access to but also continuity of education. ECW will also continue to focus on efforts to generate and disseminate global evidence on what works and what does not. In this regard ECW will scale-up its support to improving learning outcome measurement systems in MYRP countries between 2020 and 2023, investing in global, regional, and national partnerships. ECW will also continue responding to the COVID-19 pandemic, which continues to challenge educators everywhere – even more so in crisis contexts.

Map of active grants in 2019



The boundaries, names, and designations used on this map do not imply official endorsement or acceptance by the United Nations, Education Cannot Wait, or partner countries.

INTRODUCTION

© UNICEF/Fazel

DELIVERING ON THE RIGHT TO EDUCATION IN EMERGENCIES

Conflict, natural disasters, and forced displacement affect one in four children across the globe, keeping many children from the safety of their classrooms.[4] Conflict and forced displacement are also becoming more protracted: at the beginning of 2019, 78 per cent of all refugees found themselves in situations of forced displacement lasting for more than five years, a sharp rise from 66 per cent the previous year.[5] Despite these challenges, ECW is committed to achieving SDG4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Education can transform the lives of children and youth and break the cycle of poverty that can trap them in a lifetime of struggle. Education also has a significant influence on the growth of a country's gross domestic product.[6] Providing more education, knowledge, and skills increases a country's productivity and employability, in turn fostering development.[7] For women, education is associated with economic empowerment.[8] At the same time, learning spaces protect children from the dangers around them, such as abuse, exploitation, and recruitment into armed groups. Learning spaces may also provide access to lifesaving nutrition, water, health care, and psychosocial support. Despite the clear social and economic returns to investments in education, more than 250 million children and youth remain out of school.[9] While there has been improvement in school participation since universal primary education was made a Millennium Development Goal, improvements in learning outcomes have not always followed.[10]

4 UNICEF, "Humanitarian Action for Children 2020," https://www.unicef.org/media/62606/file/HAC-2020-overview.pdf.
5 UNHCR, "Global Trends: Forced Displacement in 2018," https://www.unhcr.org/globaltrends2018/.
6 UNICEF, "The Investment Case for Education and Equity" (2015), https://www.unicef.org/media/50936/file/Investment_Case_for_Education_and_Equity-ENG.pdf.
7 Ibid.
8 Ibid.
9 UNESCO, "Combining data on out-of-school children," http://uis.unesco.org/sites/default/files/documents/ip61-combining-data-out-of-school-children-completion-learning-offer-more-comprehensive-view-sdg4.pdf.
10 Ibid. and UNICEF, UN Women, and Plan International, "A new era for girls: Taking stock of 25 years of progress," https://data.unicef.org/resources/a-new-era-for-girls-taking-stock-of-25-years-of-progress/.

THE FOLLOWING TRENDS KEPT CHILDREN AND YOUTH CAUGHT IN CRISES FROM LEARNING IN 2019:

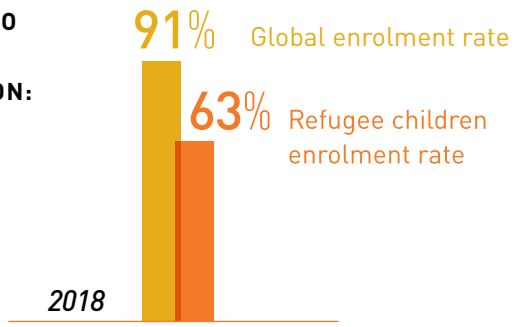
RECORD NUMBERS OF DISPLACED PERSONS

The global population of the forcibly displaced reached 79.5 million (40 per cent of them children) in 2019, the highest level since World War II, preventing millions of children and youth from accessing education. At the end of 2019, there were 45.7 million internally displaced persons (IDPs), the highest number on record. The refugee population also reached a new high of 26 million, half of them children.[11] Only 63 per cent of refugee children were enrolled in primary school in 2018 compared to the global enrolment rate for all children of 91 per cent.[12] The Venezuelan crisis, for example, has resulted in 4.5 million Venezuelans fleeing to other Latin American countries – the largest exodus in the region's history. In Syria more than 6 million are internally displaced and more than 2 million children are out of school; some have not been to class for more than seven years. Other conflict-affected countries, such as the Democratic Republic of the Congo (DRC) with its 5 million IDPs, are facing enormous challenges to guarantee access to a decent education to all children and youth. Being on the move often exacerbates gender-based vulnerabilities, leading to fewer girls enrolling in schools. In Ethiopia, for every 10 refugee boys, only seven refugee girls are enrolled in primary school and only four in secondary school. In Mogadishu, Somalia, only 22 per cent of internally displaced girls over 5 years old had ever attended school, compared with 37 per cent of boys.[13]

SCHOOLS INCREASINGLY BECOMING TARGETS OF ATTACK

Deliberate attacks on education, both infrastructure and personnel, are being used to spread instability and insecurity, and to force populations to move. Attacks on schools were widespread in 2019, preventing students from accessing education. Schools have also been used for military purposes, making them targets of attack. In Syria, in the first half of 2019, the United Nations verified 74 attacks on schools, whereby girls and female teachers are a specific target. Two in five schools in Syria have been damaged or destroyed, while more than 2 million children – over a third of Syria's child population – are out of school. In Mali, 920 schools were closed after attacks on teachers and facilities. In Cameroon's conflict-ridden northwest and southwest, just 17 per cent of schools were functional and only 29 per cent of teachers were able to work. In Burkina Faso, attacks by armed groups caused the closure of 2,087 schools, affecting more than 300,000 students and 9,000 teachers. ECW adopts a rights-based approach, underpinned by human rights, international humanitarian law, and international refugee law. A staunch advocate for the Safe Schools Declaration, ECW provides consistent support to the Global Coalition to Protect Education from Attack (GCPEA).

ACCESS TO PRIMARY EDUCATION:



11 All displacement figures are from UNHCR, "Global Trends: Forced Displacement in 2019," https://www.unhcr.org/globaltrends2019/.
12 UNHCR, "Stepping Up: Refugee Education in Crisis," https://www.unhcr.org/steppingup/wp-content/uploads/sites/76/2019/09/Education-Report-2019-Final-web-9.pdf
13 UNESCO, "Global Education Monitoring Report (2019). Migration, Displacement and Education: Building bridges, not walls," https://en.unesco.org/gem-report/report/2019/migration.

© UNICEF/Almahbashi

MR. HAMOOD HASSAN QA'SAD HADAN, A CHEMISTRY TEACHER IN AL-MOKHTAR HIGH SCHOOL, YEMEN

INFECTIOUS DISEASES

Weak health systems, water contamination, poor sanitation, and inadequate vaccination coverage are increasing the prevalence of infectious diseases and thus negatively affecting the ability of children to attend school and learn. In Yemen a large cholera outbreak has hindered the continuity of education,[14] while in the DRC the 2019 Ebola outbreak was the second largest and deadliest ever recorded. These outbreaks have been eclipsed by the impact of the COVID-19 pandemic, which set in motion a global economic downturn, keeping over 1 billion children and youth out of school throughout 2020.

MORE EXTREME WEATHER EVENTS

Extreme weather events account for 91 per cent of all major disasters and 77 per cent of recorded economic losses from natural disasters.[15] Climate change is also destroying livelihoods and hampering learning. In 2019 natural disasters triggered a further 17.2 million new displacements, preventing children from learning. Cyclone Idai made landfall into Malawi, Mozambique, and Zimbabwe; flood waters caused by the cyclone surged through communities, displacing hundreds of thousands. In Mozambique, cyclones Idai and Kenneth damaged about 1,300 schools. In Malawi, many schools were turned into displacement camps, disrupting the education of some 300,000 children and youth. In Zimbabwe, 139 schools were affected, pushing 90,000 children out of education.

14 Theirworld, "Safe Schools: The Hidden Crisis" (2018), https://s3.amazonaws.com/theirworld-site-resources/Reports/Theirworld-Report-Safe-Schools-December-2018.pdf.
15 United Nations Framework Convention on Climate Change, "UN Climate Change Annual Report 2018" (2019), https://unfccc.int/sites/default/files/resource/UN-Climate-Change-Annual-Report-2018.pdf.

A GLOBAL MECHANISM FOR ADVOCACY, FUNDING AND PROGRAMMATIC RESPONSE TO EDUCATION IN EMERGENCIES

Without increased action and funding to reach and teach those affected by emergencies and protracted crises, the world will fall far short of its commitments under SDG 4 to educate children and youth. The delivery of better outcomes for education in emergencies hinges on governments, UN agencies, civil society, and the private sector working together and using evidence-based strategies to educate children affected by conflict, displacement, climate change, and disease. ECW is growing as the global mechanism in building support and mobilizing funds for education programming in emergency and protracted crises. The Fund builds networks and advocacy platforms to generate political will and develop policy solutions to meet the needs of crisis-affected girls and boys. ECW aims at delivering a fast response that bridges the humanitarian–development divide and lays the groundwork for sustainable education systems.

ECW's First Emergency Response (FER) investment window supports education programmes during sudden-onset or escalating crises, while the fund's Multi-Year Resilience Programme (MYRP) investment window addresses longer-term needs through multi-year joint programmes in protracted crises, enabling humanitarian and development actors to work together to deliver collective education outcomes in five priority areas:

ACCESS

Ensure that crisis-affected children are provided with continuous quality learning.

EQUITY AND GENDER EQUALITY

Leave no one behind and ensure access is provided to the most vulnerable children, including girls and children with disabilities.

CONTINUITY

Ensure children stay in school until they complete their education.

IMPROVED LEARNING

Improve outcomes by focusing on curriculum, teacher capacities, and learning materials.

PROTECTION

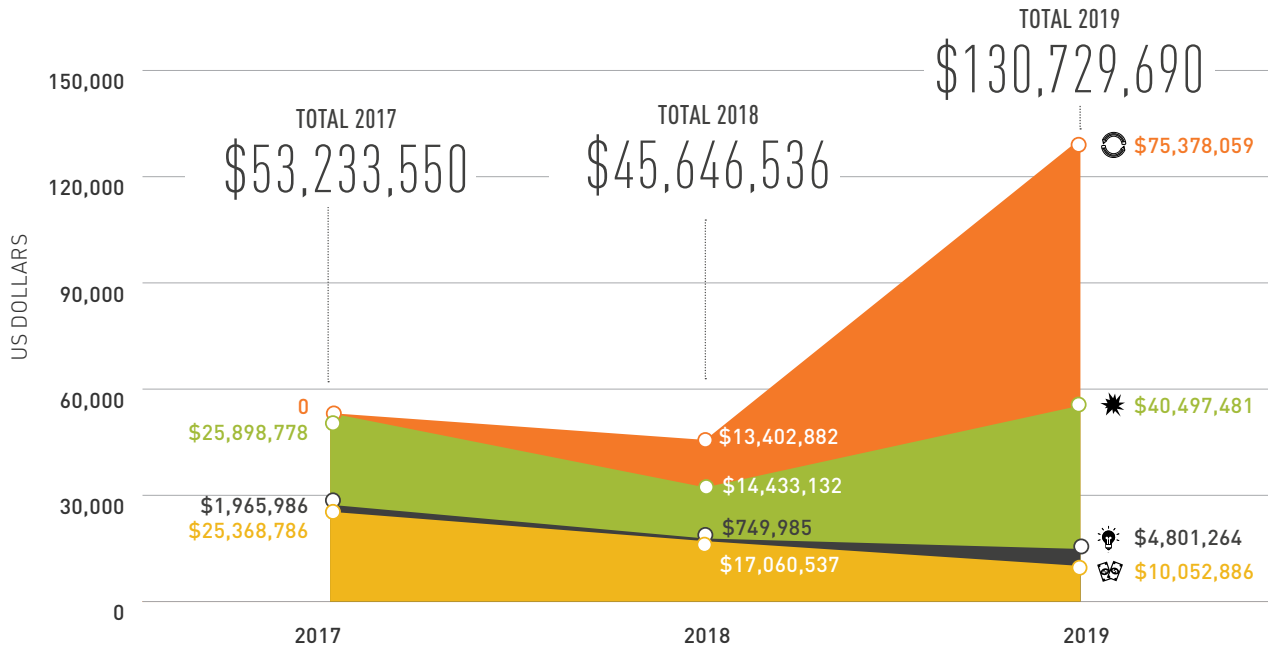
Ensure that schools and learning centres offer safe, protective, and healing environments to crisis-affected children.

In 2019, ECW substantially increased its operations, distributing US$130,729,690 – more than in 2017 and 2018 combined – to grantees in 29 countries. ECW did not only engage in advocacy and fundraising but also facilitated joint planning, built capacity among partners to enable them to respond adequately to crises, and collected evidence and data to improve interventions. This 2019 Annual Report describes how ECW and its partners delivered on their shared commitment to children and youth in emergencies, presenting data against the results framework across the fund's strategic objectives and collective outcomes.

Table 2: Disbursements per funding window

ECW stepped up operations substantially in 2019, disbursing more in 2019 than in 2018 and 2017 combined.

Grant Type	# Grants since ECW inception (cumulative)	# Countries since ECW inception (cumulative)
MULTI-YEAR RESILIENCE PROGRAMME	22	10
FIRST EMERGENCY RESPONSE	101	31
ACCELERATION FACILITY	12	N/A
INITIAL INVESTMENTS	4	4



ECW THEORY OF CHANGE:

We Inspire:

A world where all children and youth affected by crises can learn free of cost, in safety, and without fear in order to grow and reach their full potential.

We Mobilize Funds | We Facilitate | We Support | We Evaluate

FIRST EMERGENCY RESPONSE

MULTI-YEAR RESILIENCE PROGRAMME

ACCELERATION FACILITY

Regional/national/local level

Grantees have capacity (people, funding, mechanisms) to:

1. Assess
2. Plan
3. Implement
4. Monitor/report
5. Evaluate

EiEPC programmes through a joint, coordinated and inclusive approach

Global/regional level

Grantees have capacity to:
1. Design, test, and scale up innovations
2. Develop global/regional capacities
3. Support advocacy

1. Global/regional public goods
2. Strengthened global/regional entities

We Identify Crises

Indicative Intervention Areas:

1. Rehabilitation of learning spaces (classrooms, furniture, WASH facilities)
2. Provision of learning materials
3. Teacher development
4. Non-formal learning programs
5. Mental health and psychosocial support
6. Protection (DRR, safety, violence prevention)
7. Demand-side interventions (family support, community mobilization)

Responding to EiEPC needs

Beneficiary Outcomes

1. Children access education
2. Education is gender-responsive, inclusive, and equitable
3. Children complete education
4. Children receive quality education
5. Learning spaces are safe and protective

Fulfilling quality standards

Beneficiary Impact

Children have improved learning outcomes and well-being

Strengthening Resilience

Humanitarian Actors | Development Actors

1. Education policies and programmes incorporating risk and resilience
2. National/local capacities for disaster preparedness and response
3. Non-formal education systems (certification/standards)
4. Integrated resilient data systems (EMIS, needs assessments, gender analysis)
5. Adaptable learning assessment systems
6. Community participation/accountability to affected populations

PART I

STRATEGIC OBJECTIVES

©UNICEF/ Mersha

ECW Strategic Plan (2018- 2021) has five core strategic objectives against which performance and progress are measured over time.

Strategic objectives 1 and 2 are combined in the analysis of this report, as they are closely intertwined and mutually reinforce each other.

1. Inspire political support for education in crises
2. Increase financing for education in crises
3. Improve joint planning and timely responses
4. Strengthen capacity to respond
5. Improve accountability

STRATEGIC OBJECTIVES 1&2

INSPIRE POLITICAL SUPPORT AND FINANCING

HIGHLIGHTS:

ECW mobilized a record amount for the 2019 calendar year, with $252.8 million secured from new and existing public and private donors, bringing the total amount mobilized since the fund's inception in 2016 to $585.9 million.

—

The ECW global advocacy movement gained momentum in 2019 with the global #Act4Ed campaign backed by hundreds of civil society organizations, which culminated in the successful first replenishment of the fund, held on the margins of the UN General Assembly's 74th session.

—

ECW diversified its funding base with support from the private sector. The private sector provided $17.7 million – representing 7 per cent of all funds raised in 2019, including a $12.5 million grant by the LEGO Foundation.

—

By the end of 2019 up to $120 million was leveraged at the country level, including new donor funding mobilized as well as existing donor funding more closely aligned through a joint review effort, through the MYRPs in Afghanistan, Bangladesh, the Central African Republic, the State of Palestine, Somalia, and Uganda.

—

The ECW partner Global Coalition to Protect Education from Attack, which provides data on attacks on education to advocate for more protection, helped bring the total number of countries endorsing the Safe Schools Declaration to 101 by the end of 2019.

—

ECW worked with strategic partners and donors emphasizing the importance of integrating and targeting gender in education, aligning its investments to the ethos and commitments of the Charlevoix Declaration (2018) and Biarritz Partnership for Gender Equality (2019) to increase opportunities for at least 12 years of safe and quality education for all.

©UNICEF/Lynch

Table S1.1.: Relevant Indicators in ECW results framework SO1 and SO2[16]

INDICATORS IN ECW RESULTS FRAMEWORK	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Total annual funding to education in emergencies as a percentage of global humanitarian funding[17]	4% of sector-specific funding	4.3% of sector-specific funding	4.6% of sector-specific funding	5.1% of sector-specific funding
Percentage of crisis-affected countries where humanitarian country-based pooled funds allocate at least 10% to education[18]	13%	18%	25%	22%
Proportion of humanitarian appeals that include an education component[19]	89%	83%	96%	87%
Total funding raised and leveraged by ECW at country and global level	$173.5 M (since inception)	333.1 M (since inception) 2018 only: Global: $159.6 million	$689 M (since inception)	$585.9 M (since inception) 2019 only: Global: $252.8 million; In-country: $120 million
Proportion of funding raised and leveraged as a result of: i) innovative financing;	0%	0%	TBD	0 % in 2019
ii) non-traditional and private sources	2%	0%	7.5%	17 % in 2019
Percentage of countries in protracted crises targeted by ECW with policies regarding inclusion of refugees and internally displaced persons[20]	N/A	N/A	TBD	N/A

16 The ECW collective results framework for the Strategic Plan 2018-2021 includes two indicators on: Percentage of countries in protracted crises targeted by ECW with (1) gender-responsive education systems and (2) inclusive education for children and youth with disabilities. These two indicators are currently under revision and reporting against them has not been included in this report.

17 ECW Secretariat calculations based on data extracted from OCHA-Financial Tracking System (FTS) on 1 June 2020. The share was calculated as a percentage of sector-specific humanitarian funding – that is, excluding multi-sectoral funding and funding for which the sector has not been specified (yet). It is reasonable to assume that part of the multi-sectoral and non-specified funding was dedicated to education in the same proportion with which education was present in sector-specific funding.

18 ECW Secretariat calculations based on data extracted from OCHA-Country-Based Pooled Funds Business Intelligence (BI) Portal on 1 June 2020.

19 ECW Secretariat calculations based on data extracted from OCHA-Financial Tracking System (FTS) on 1 June 2020.

20 This indicator is still under development.

ECW MOBILIZED RECORD FUNDING IN 2019

Inspiring political support and mobilizing funds for education in emergencies and protracted crises are crucial means to achieve ECW's goal of supporting inclusive, quality education and delivering on SDG 4. As a global fund within the UN system composed of 193 Member States, ECW uses its unique position to leverage support from a wide range of public and private stakeholders, bringing about lasting change and delivering results in line with the UN Secretary-General's call for a Decade of Action.

The year 2019 was transformative for ECW as the global fund mobilized a record amount of money for a calendar year, with $252.8 million raised from both public and private donors.[21] The amount marked a significant increase from the $159.6 million raised in 2018[22] (see Figure S1.1) and represents the highest level of annual funding mobilized since the inception of the fund in 2016.[23] Of the total amount raised in 2019, 35.7 per cent came from development sources and 36 per cent came from humanitarian sources, highlighting the ability of ECW to operationalize an approach that unites both the humanitarian and development outlooks to educational funding.

Figure S1.2.: Sources of funding envelopes (public-sector contributions, 2016-2019)

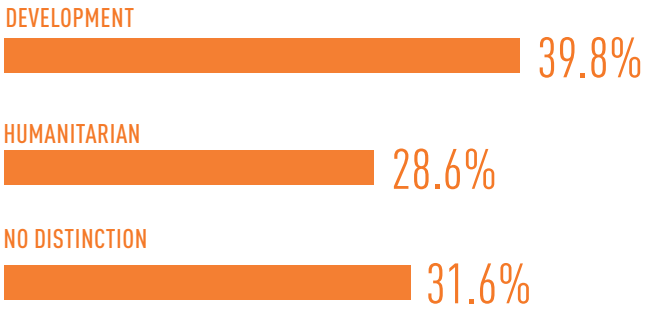
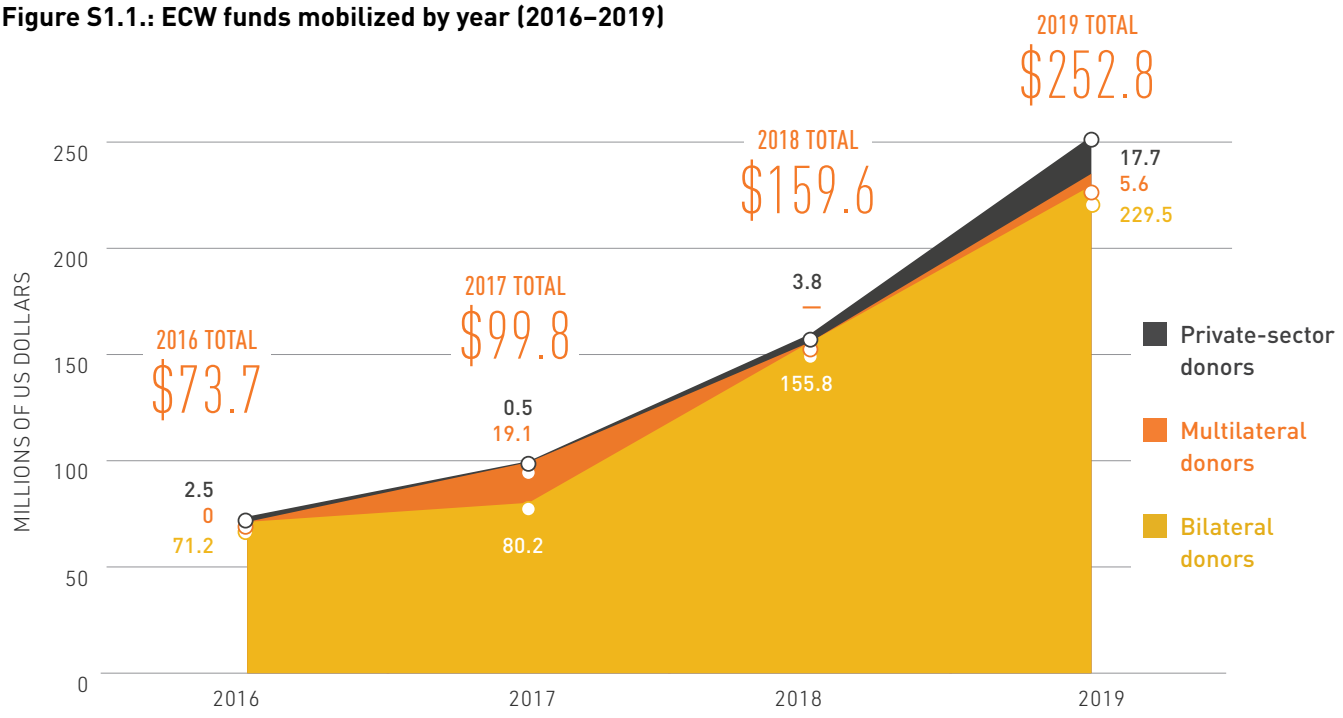


Figure S1.1.: ECW funds mobilized by year (2016–2019)



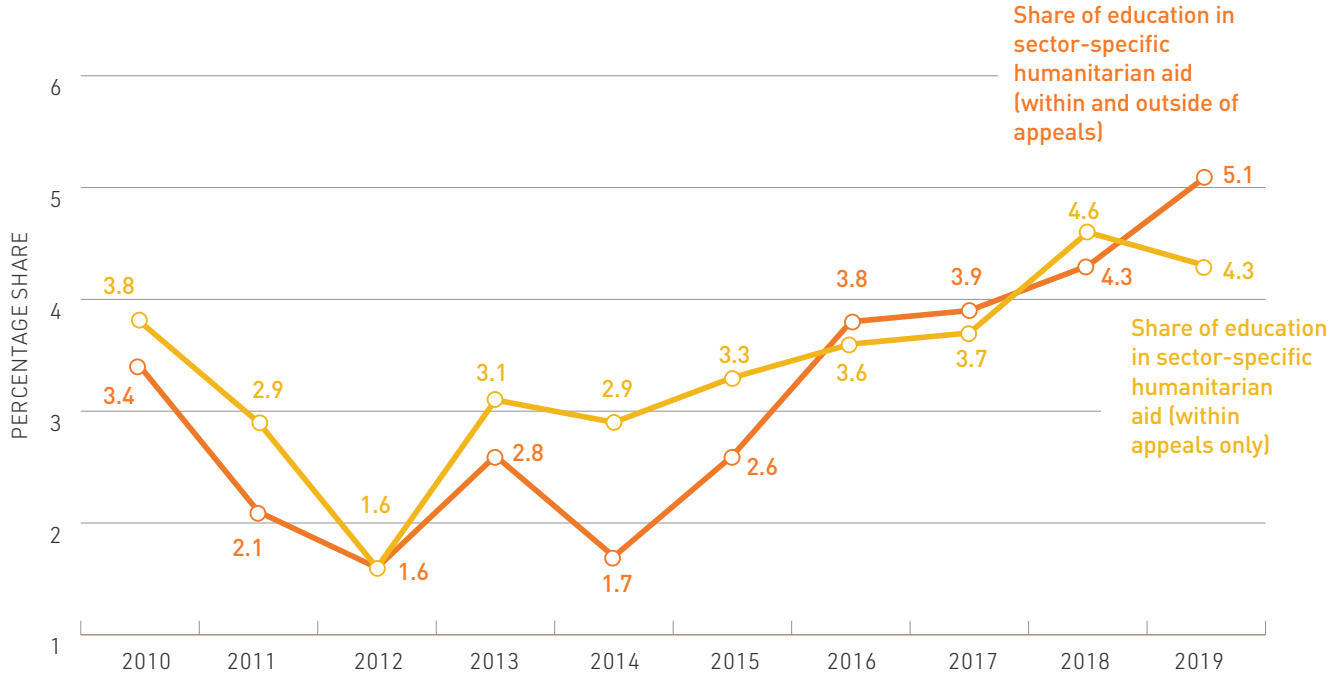
21 Resources mobilized (total pledges) in 2019. Source: ECW December 2019 finance update.
22 "ECW Annual Report 2018." https://www.educationcannotwait.org/download/ecw-annual-report-2018/.
23 Total contributions and pledges as of 31 December 2019. Source: ECW December 2019 finance update.

Since its inception, ECW has mobilized $585.9 million to support educational interventions in fragile settings.[24] The funding reached 7.4 million children and young people[25] forced to live alongside conflict and natural disaster, as ECW moves closer to achieving its objective of delivering $1.8 billion for 8.9 million children by 2021.

ECW's global advocacy for EiEPC is partly responsible for the upward trends recorded more broadly in humanitarian funding for education: global humanitarian aid to education quintupled from 2015 to 2019, reaching over $700 million in 2019. The share of global humanitarian funding dedicated to education continued its upward trajectory (see Figure 3), increasing from 4.3 per cent in 2018 to 5.1 per cent in 2019.[26] At the same time, 87 per cent of 2019 appeals included an education-sector component compared with an average 80 per cent between 2016 and 2018; and 22 per cent of humanitarian country-based pooled funds in 2019 dedicated at least 10 per cent of funding to education, up from 18 per cent in 2018.

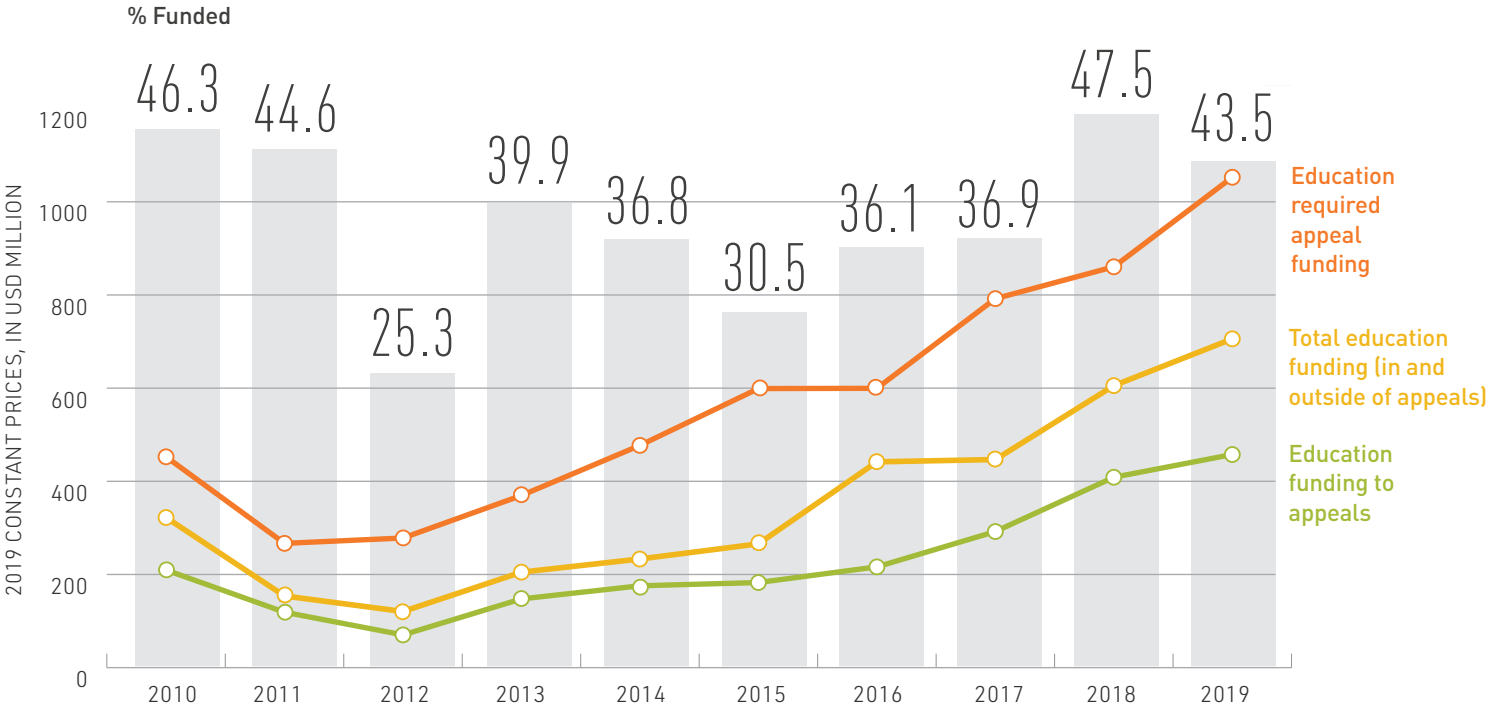
Nonetheless, much remains to be done as appeals for EiEPC were greatly underfunded in 2019. Just 43.5 per cent of the required funding was secured in 2019, down from 47.5 per cent in 2018 but up from an average 40.6 per cent between 2016 and 2018. In terms of development funding, while education official development assistance reached the highest amount ever recorded ($15.6 billion) in 2018,[27] education continued to fall behind as a donor priority, with a share of only 8 per cent of total aid in 2018, compared to 14.8 per cent in 2003. However, the share of low-income countries in aid to basic education has increased for both basic and secondary education, reaching almost a third of funding in 2018.[28]

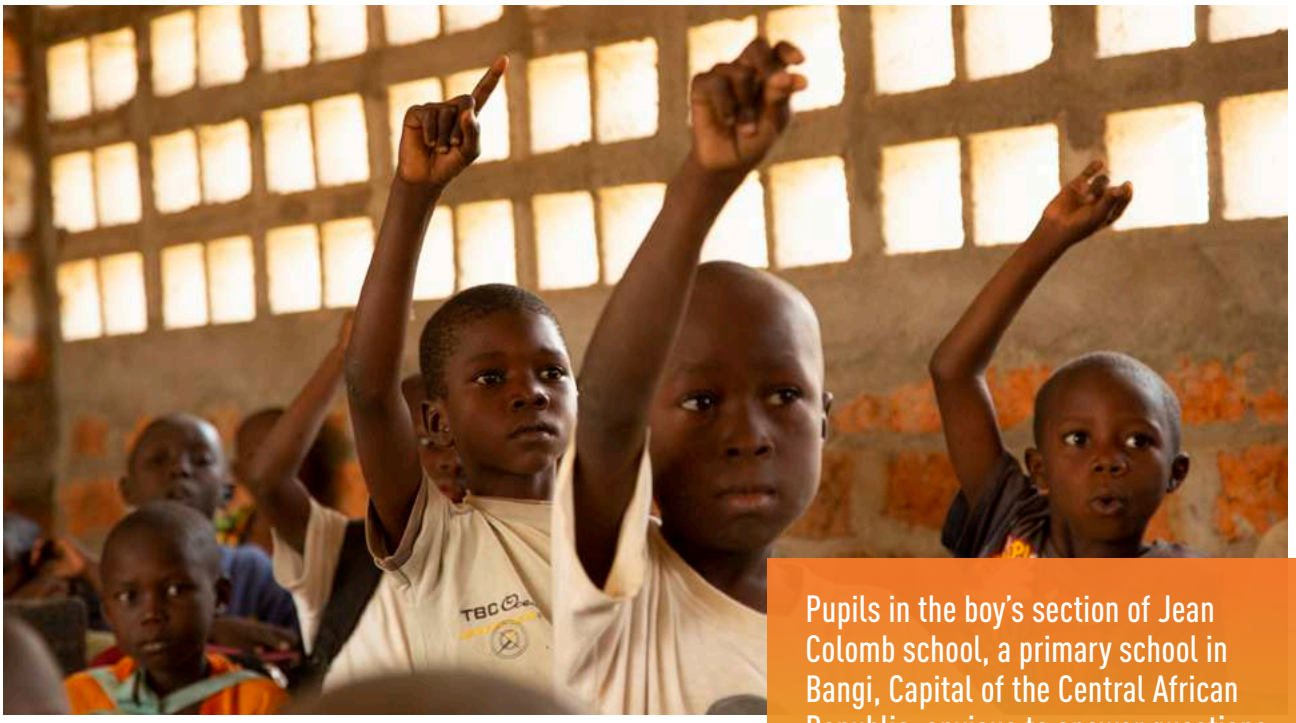
Figure S1.3.: Share of education in sector-specific humanitarian aid (2010-2019)



24 Total contributions and pledges as of 31 December 2019. Source: ECW December 2019 finance update.
25 This cumulative count of children and youth reached by ECW includes 3.9 million children and youth in Yemen who received a smaller set of services, instead of a more comprehensive package of education services.
26 This figure includes funding within and outside of appeals. For appeals only, the proportion of education-sector funding in fact decreased from 4.6 per cent to 4.3 per cent between 2018 and 2019. However, if one uses the three-year weighted average (2017–2019) since ECW's inception and compares it to the previous three-year average (2014–2016), the same indicator increased from 3.3 to 4.2 per cent.
27 The year 2018 is the most recent year for which sector-level data are available.
28 GEM Report team analysis based on OECD Common Reporting Standard (2020).

Figure S1.4.: EiE funding, 2010–2019, constant USD 2019 prices





© ECW/Zigoto Tchaya

Pupils in the boy's section of Jean Colomb school, a primary school in Bangi, Capital of the Central African Republic, anxious to answer questions on what they want to become in future.

LEVERAGING FUNDS THROUGH MULTI-YEAR RESILIENCE PROGRAMMES (MYRPs)

In 2019 six new MYRPs were jointly launched with national authorities and in-country partners, bringing the total number of active MYRPs to 10. ECW has invested $247 million in seed funding within existing MYRPs, with the potential to leverage another $2 billion to continue supporting learning outcomes. MYRPs embody the New Way of Working as defined by the 2016 World Humanitarian Summit, ensuring coordination and collaboration among host governments, communities, humanitarian and development stakeholders, and the private sector in countries and regions affected by protracted crises. Designed to link with national plans and tailored to address urgent needs alongside development requirements, MYRPs bridge the gap between short-term humanitarian relief and long-term development investments, providing a platform for collective advocacy and resource mobilization.

Leveraging new and aligning existing funding to complement initial seed funds, provided at the outset by ECW, is central to the aims of MYRPs. ECW estimates that as of the end of 2019 an additional $120 million was aligned and leveraged at the country level to complement the interventions in the six existing MYRPs: Afghanistan, Bangladesh, the Central African Republic, the State of Palestine, Somalia, and Uganda. Afghanistan has been particularly successful in aligning existing and leveraging new funding for educational interventions through its MYRP. After ECW provided $36 million in seed funding, another $14 million was provided by Sweden and the 2019 Afghanistan Humanitarian Fund. The solid in-country coordination mechanisms led by the Ministry of Education and the strong willingness of the Humanitarian Coordinator to align funding received through the Afghanistan Humanitarian Fund with the MYRP were key factors in successfully aligning humanitarian and development funding. At the same time, ECW is developing a system for systematically tracking MYRP financing at the country level, providing technical guidance for advocacy and resource mobilization for all MYRP investments.

RALLYING POLITICAL AND FINANCIAL COMMITMENTS FOR EDUCATION IN EMERGENCIES

ECW's 2019 advocacy efforts successfully translated into new strategic partnerships, attracting additional financing and assisting the fund's goal of reaching the most marginalized children and young people with comprehensive education responses. ECW's engagement efforts gained momentum with the #Act4Ed global campaign, which was backed by hundreds of civil society organizations, key celebrities, and global advocates who worked tirelessly in donor capitals to deliver change to policy and mobilize new funding for EiEPC. The campaign, built around ECW's Case for Investment, culminated in the fund's first replenishment event held on the margins of the 74th UN General Assembly. The event, "Leave No One Behind: Accelerating the SDGs Through Quality Education," which was hosted by ECW and the Education Commission in partnership with Global Citizen, brought together world leaders to reaffirm their commitment to quality education for all. At the event, development and education ministers, heads of UN agencies, civil society representatives, private-sector CEOs, and a number of education champions acknowledged the urgency of addressing EiEPC and protracted crises. Recognizing ECW as a major global force in emergency education, $215 million was pledged to the fund during the event by both public and private partners, including Denmark, Germany, Ireland, Norway, Switzerland, the United Kingdom, the United States, and the Lego Foundation.[29]

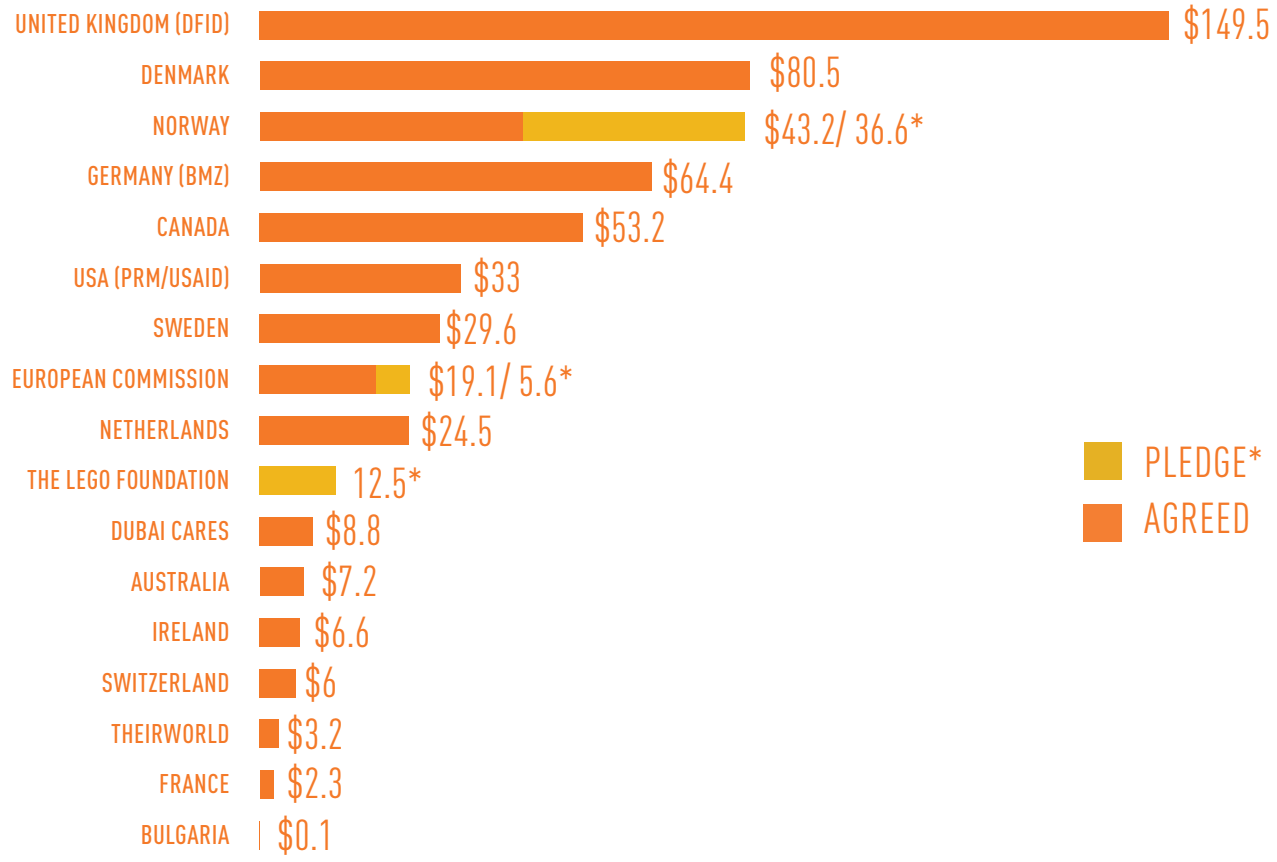
Engagement by ECW's Chair of the High-Level Steering Group and UN Special Envoy for Global

29 Total funds mobilized during the event, including the UK contribution first announced during the August meeting of the G7. Source: ECW press release from 25 September 2019.

Education, and the ECW Director with key donors has been critical to ECW's success. To date, ECW's five top donors are (in order) the United Kingdom, Denmark, Norway, Germany, and Canada (see Figure 6). With the announcement of a contribution of £85 million ($105 million) at the G7 Summit in August 2019, the United Kingdom became the fund's top donor. The third Project Completion Review, led by the UK's Department for International Development (DFID), also acknowledged ECW's strong performance as a global fund, mobilizing resources from a variety of donors and exceeding its programmatic targets with a growing focus on quality, equity, and protection. DFID recognizes ECW as a model organization when it comes to bridging the gap between humanitarian and development interventions.

In 2019, Norway renewed its strong support at the ECW September replenishment event and at the Global Refugee Forum, bringing its total contribution to 708 million Norwegian krone ($80 million) since the Fund's inception. Norway's Minister of International Development conveyed his country's steadfast commitment to EiEPC by leading a joint field mission to Mali with the ECW Director, witnessing first-hand how ECW-supported programmes make a difference to children and youth in the crisis-ridden Sahel region. Denmark announced a new pledge of 50 million Danish krone ($7.4 million) at the ECW pledging event in September, bringing its total contribution to the fund to almost $80 million. Germany committed a total of €26 million ($28 million) to ECW in 2019, also making funding commitments during the ECW September event and at the Global Refugee Forum.

Figure S1.6.: Resources mobilized by donor (2016-2019, in millions of US dollars)



* Remaining pledges for which contribution agreements were not signed as of December 31, 2019

The US Government and the LEGO Foundation teamed up to demonstrate the power of collaboration between the public and private sectors by providing $24.5 million ($12 million from the United States and $12.5 from the LEGO Foundation) to ECW.

ECW's successful engagement with donors in 2019 marked a significant step forward for the fund as a range of new partners joined a list of existing stakeholders and benefactors. While 88 per cent of funding mobilized in 2019 came from existing bilateral and multilateral donors, ECW developed two new partnerships with the Governments of Ireland and Switzerland. Ireland announced a one-year €6 million pledge during the September event. In addition to announcing a pledge of 6 million Swiss francs, Switzerland became one of the founding partners of a Geneva-based, ECW-led global hub for education in emergencies, together with the Global Education Cluster, the Geneva-based Graduate Institute of International and Development Studies, the International Committee of the Red Cross (ICRC), the Inter-agency Network for Education in Emergencies (INEE), UNICEF, and the University of Geneva. The Swiss partnership is expected to develop as ECW also opened a new office in Geneva in 2019 and is planning to expand its presence in the donor capital.

ECW PARTNERS WITH THE PRIVATE SECTOR TO DELIVER RESULTS

ECW diversified its funding base in 2019 by cultivating promising partnerships with the private sector. About $17.7 million – corresponding to 7 per cent of all funds raised by ECW in 2019 – was provided by private-sector donors, as compared to $3.8 million in 2018. Private-sector donors included Theirworld, Dubai Cares, and the LEGO Foundation. ECW and the LEGO Foundation share a commitment to delivering quality education for children, evidenced by the foundation's initial contribution of $12.5 million to support ECW's MYRPs in Ethiopia and Uganda to strengthen emergency capacity within early childhood education. The foundation supports ECW's commitment to allocate at least 10 per cent of available resources to early childhood education.

In 2019, ECW explored innovative approaches to programming with private-sector assistance. Going forward, in Ethiopia and Uganda, up to 600,000 primary school children affected by conflict or emergency will have access to digital learning opportunities. Under a partnership with the ProFuturo Foundation, a leading provider of innovative pedagogy and digital learning, ECW is targeting refugee children and youth who have been deprived of education. ECW also collaborated with the Porticus Foundation to improve educational outcome measurement systems being used in emergency settings. The support from Porticus is connected to ECW's MYRP investments. ECW also partnered with Theirworld, with the support of the Dutch Postcode Lottery, to respond to the urgent education and protection needs of refugee children and youth living in camps on the Greek Aegean islands. As increased numbers of refugees fled wars in the Middle East and Africa, and the humanitarian situation on the islands deteriorated, securing funding for a European country initially proved difficult. However, ECW's partnership with Theirworld and the Dutch Postcode Lottery helped make up the shortfall and illustrated the potential of private-sector cooperation when traditional funding streams could not be secured.

STEERING ADVOCACY EFFORTS ON THE WORLD STAGE

In 2019, ECW's partners showed their support by participating in the High-Level Steering Group (HLSG) chaired by the UN Special Envoy for Global Education.[30] ECW and partners engaged in political dialogue to deliver quality education for children and

30 Supported by the ECW Executive Committee and the ECW Secretariat, the High-Level Steering Group is composed of the heads of the UN agencies OCHA, UNESCO, UNHCR, UNICEF, and WFP; our strategic donors from Australia, Canada, Denmark, the European Union, Germany, Ireland, the Netherlands, Norway, Sweden, Switzerland, the United Kingdom, and the United States; ministerial representation from Lebanon and the United Republic of Tanzania; the Chair of the Global Partnership for Education (GPE); and CEO representation from Dubai Cares, the Dutch Postcode Lottery (Novamedia), the Inter-Agency Network for Education in Emergencies (INEE), the LEGO Foundation, Plan International, Save the Children, and the World Bank Group.

young people affected by crises by discussing key issues, such as the Grand Bargain and the humanitarian–development nexus. The HLSG has been instrumental in positioning education more centrally in humanitarian appeals. In particular, the UN Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator (USG/ERC) played a key role in increasing the accountability of humanitarian coordinators to advocate for education in emergencies. Additionally, the UN Central Emergency Response Fund (CERF) and Country-based Pooled Funds (CBPF) began prioritizing education, and the USG/ERC asked all Humanitarian Coordinators to prioritize education in inter-agency humanitarian funding appeals.

ECW also engaged with global education stakeholders to accelerate progress on SDG 4. In line with the Global Compact on Refugees, ECW continued to advocate for refugee education. The advocacy efforts followed challenges in securing funding for refugee education, which has remained a critical barrier to providing both refugees and their host-community peers with quality learning opportunities. However, Uganda's Education Response Plan for Refugees and Host Communities, launched in 2018 with assistance from ECW, has gained both regional and global attention as a model for advancing SDG 4 in refugee crisis situations. ECW also showed its commitment to quality refugee education and the creation of sustainable pathways to tertiary education by working with UNESCO on the Qualifications Passport for Refugees and Vulnerable Migrants initiative. The qualifications passport is a standardized document that summarizes information on a refugee's education level, work experience, and language proficiency. Support for refugee education was also shown by world leaders who gathered at the Global Refugee Forum in December 2019. At the forum, new funding pledges were made by Germany, the European Commission/European Union, Norway, and Theirworld – pledges that have jump-started resource mobilization efforts for 2020.

ADVANCING GENDER-RESPONSIVE PROGRAMMING

ECW helped elevate the EiEPC sector by promoting and supporting comprehensive gender-responsive programming, which includes a holistic approach to helping children and youth, and combines elements on mental health and psychosocial support, and school feeding. The ECW Gender Policy and Accountability Framework was finalized in November 2019. Added to the Gender Strategy, these documents constitute the gender corpus of ECW and guide work dedicated to delivering gender equity across all ECW investments. As a result of ECW's work with national authorities, donors, and humanitarian and development partners at the country level, all MYRPs launched in 2019 included a component ensuring integration of gender-awareness in education policy. In Chad, an analysis of gender inequities during the first year of programming identified gaps in policy, with specific attention given to literacy among girls. In Somalia, a MYRP supported the integration of EiEPC in the Education Ministry's gender policy. In South Sudan, where 60 per cent of out-of-school children are girls, ECW is supporting a gender- and inclusion-sensitive review of educational policies and guidelines for education services.

To strengthen gender-responsive education in emergencies, ECW signed a Memorandum of Understanding (MoU) with the United Nations Girls' Education Initiative (UNGEI) in March 2019. ECW and UNGEI are working together to prepare a gender resource package that will assist ECW grantees and other stakeholders working in emergency settings to design, implement, and evaluate gender-responsive programming.

In 2019, ECW focused its policy improvement efforts on mental health and psychosocial support (MHPSS), and ECW believes humanitarian response should routinely integrate MHPSS as part of quality education investments. The International Conference on Mental Health and Psychosocial Support in Crisis Situations, hosted by the Netherlands in October 2019, was an important milestone regarding advocacy for providing MHPSS to people affected by crises, bringing together

senior representatives from a wide range of countries and international organizations to discuss how to better address MHPSS in emergency situations and protracted crises. The conference's closing declaration – "Mind the Mind Now" – documented the shared commitment of ministers from 24 countries as well as senior representatives from 10 international organizations to establishing MHPSS as a standard element of humanitarian response in crisis situations. ECW signed a MoU with Save the Children Denmark's MHPSS Collaborative to ensure that MHPSS is a prioritized aspect of EiEPC response. The ECW Director spoke at Save the Children's 'Stop the War on Children' campaign event in The Hague, which was followed by a call to action from Save the Children to increase assistance to ECW-supported MHPSS programming.[31]

Protection was also at the core of ECW's advocacy in 2019, illustrated by the fund's partnership with the Global Coalition to Protect Education from Attack (GCPEA). The coalition provides critical statistics on attacks on education to advocate for more effective protection measures, including ensuring the implementation of the Safe Schools Declaration, an intergovernmental political commitment to better protect education in armed conflict. GCPEA contributed to bringing the total number of countries endorsing the declaration to 101 by the end of the 2019. Future cooperation on implementing the declaration was discussed at the Third International Conference on Safe Schools. The conference gave participants an opportunity to identify practical solutions to improve the protection of education in situations of armed conflict. Conference participants discussed the fact that women and girls are often targeted in attacks by groups that oppose education for girls. In relation to this discussion, GCPEA published "Impact of Attacks on Education on Women and Girls" in November 2019, to which ECW contributed.[32]

CIVIL SOCIETY AS A DRIVING FORCE BEHIND ECW'S GLOBAL MOVEMENT

In 2019, civil society continued to be a core stakeholder in ECW's advocacy efforts. Civil society organizations led a major resource mobilization and advocacy campaign ahead of the September replenishment event, urging their respective governments to increase support to education in emergencies and protracted crises. The Norwegian Refugee Council became the host of the newly established ECW office in Geneva, illustrating the strong collaboration between the two organizations. Civil society organizations were also involved in the Global Refugee Forum as Save the Children played a central role in facilitating a joint pledge by ECW, the Global Partnership for Education, and the World Bank. At the same time, civil society has performed an important advisory role to the ECW Secretariat, emphasizing gender equality within ECW interventions. Civil society was also instrumental in securing the approval of the US Congress for a $25 million contribution to ECW for the 2020 fiscal year.

ECW's brand as a global effort to fund EiEPC was strengthened in 2019 by sustained communication and advocacy work. ECW's partnership with Global Citizen helped propel ECW's messages to a large audience, including key influencers and policy makers. Celebrities including actors Will Smith and Rachel Brosnahan and rapper French Montana all showed public support for ECW. ECW also named Peter Tabichi, a science teacher from Kenya, as its first 'Champion for Children in Conflicts and Crises'. Tabichi was nominated after winning the prestigious Varkey Foundation 2019 Global Teacher Prize. ECW's social media following and mentions by key influencers and policy makers also increased significantly in 2019.

31 Save the Children, "Road to Recovery: Responding to children's mental health in conflict" (2019), https://resourcecentre.savethechildren.net/library/road-recovery-responding-childrens-mental-health-conflict.
32 See http://www.protectingeducation.org/sites/default/files/documents/impact_of_attacks_on_education_nov_2019_lowres_webspreads.pdf.

STRATEGIC OBJECTIVE 3

IMPROVED JOINT PLANNING AND TIMELY RESPONSES

HIGHLIGHTS:

ECW rapidly distributed funds to grantees using the FER window during sudden-on-set emergencies. About 50 per cent of countries that experienced sudden-on-set emergencies – all of them natural disasters where ECW responded in 2019 – received funds in less than eight weeks.

—

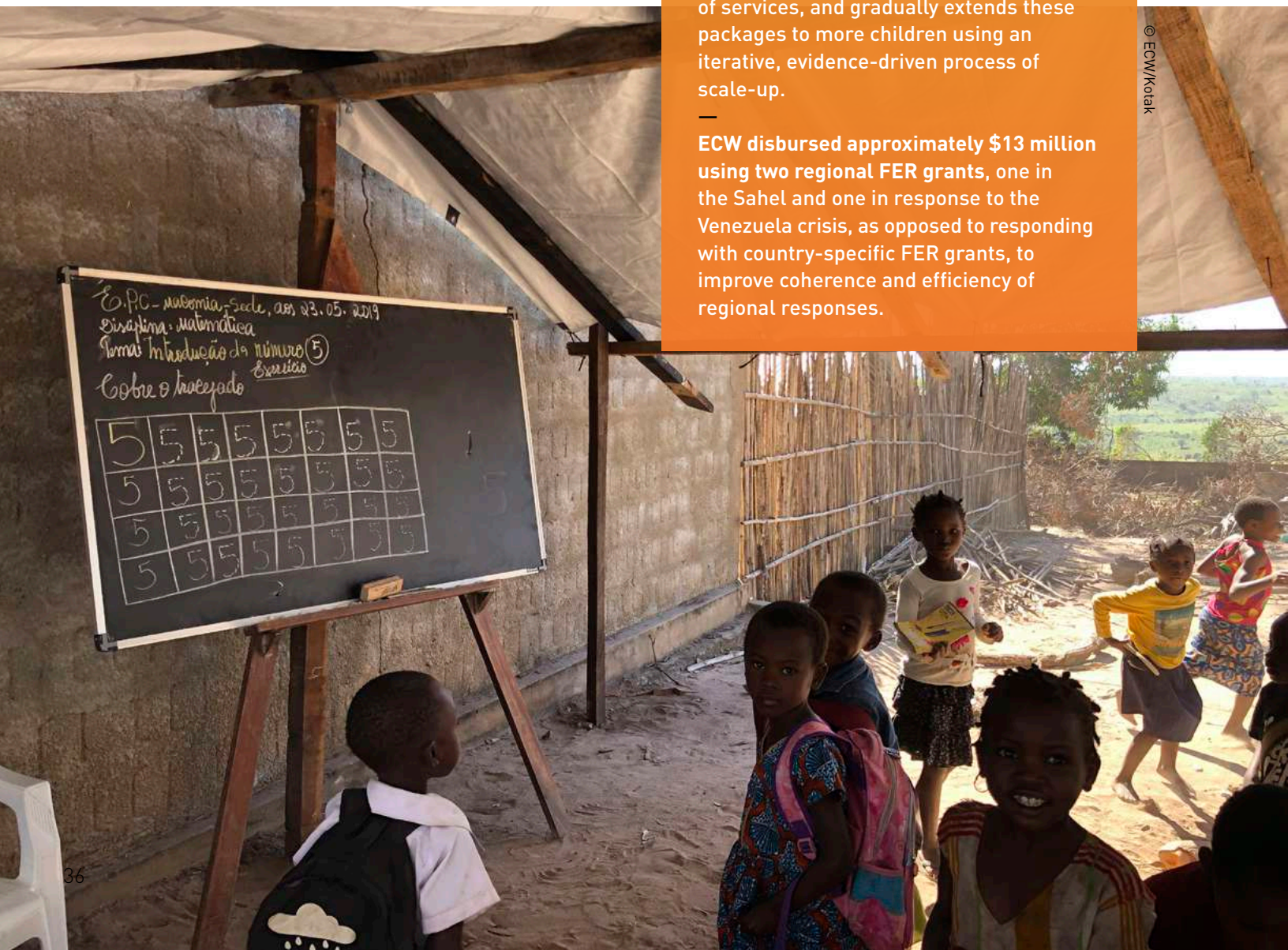
The average number of days ECW took to disburse a FER grant from the date of the humanitarian appeal decreased from 119 days in 2017 to 52 days in 2019

—

ECW developed six new MYRPs in 2019, using a strategy that targets children most in need with a multisectoral package of services, and gradually extends these packages to more children using an iterative, evidence-driven process of scale-up.

—

ECW disbursed approximately $13 million using two regional FER grants, one in the Sahel and one in response to the Venezuela crisis, as opposed to responding with country-specific FER grants, to improve coherence and efficiency of regional responses.



© ECW/Kotak

Table S3.1: Relevant Indicators in ECW results framework SO3

INDICATORS IN ECW RESULTS FRAMEWORK	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Percentage of first emergency response countries where funds were disbursed up to eight weeks after the humanitarian appeal date	25%	41%	70%	50%[33] [sudden onset crises] 14%[34] [all FER grants, 2019]
Percentage of multi-year programme countries where funds were disbursed up to six months after the country scoping mission[35]	N/A	0%	70%	0%
Number of joint multi-year programmes developed with ECW support	0	4	11	10
Proportion of ECW multi-year proposals developed through relevant humanitarian and development mechanisms and/or evidence of collaboration between humanitarian and development agencies	100%	100%	90%	100%
Proportion of new multi-year programmes aligned to national and/or regional education plans	100%	100%	90%	100%

Working in 2019 with the Global Education Cluster and Refugee Education Working Groups, local education groups, ministries of education, UN agencies, civil society, and the private sector, ECW engaged in detailed joint planning exercises to deliver interventions in response to educational needs in emergency contexts. ECW aims to empower grantees to implement programmatic solutions that restore educational opportunity to vulnerable populations and then work towards bridging the humanitarian–development divide, laying the groundwork for sustainable education systems.

ECW IS INCREASINGLY QUICKER AT DISBURSING FUNDS TO RESPONDERS IN THE FIELD

In 2019, ECW responded to more emergencies using the FER window (15) than any other year to date. Over $45 million in funds was disbursed to 51 grantees – more than 2017 and 2018 combined. Confirming the positive trend set in 2018, in 2019 ECW further reduced the time it took to disburse grants, benefiting learners more rapidly.

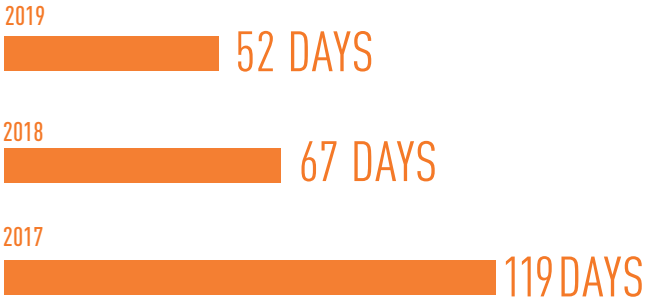
33 This includes Zimbabwe and Mozambique, out of Zimbabwe, Mozambique, Comoros and Malawi (2 out of 4).
34 This includes Zimbabwe and Mozambique, out of all countries who received FER grants in 2019 (2 out of 14).
35 Indicator revised from four to six months–revision following scoping mission- in revision of S.3.1]

In 2019, ECW took 52 days on average to confirm funding from the day a humanitarian appeal was issued, less than half the time it took in 2017 (see Table S3.2).

Improvements have been attributed to several factors. First, Humanitarian Response Plans (HRPs) have increasingly included education strategies, ensuring that education coordination mechanisms have a solid, shared basis for developing response programmes. Second, grantees have benefitted from the ECW FER Guide, which provides step-by-step instructions for completing applications, thus reducing the number of iterations of draft proposals needing approval. Third, the addition of technical staff at ECW has allowed the fund to accompany partners more swiftly through the application process. Fourth, ECW's support to the Global Education Cluster enabled more rapid deployments and/or remote support to countries affected by crises.

The response to cyclones Idai and Kenneth in southern Africa has been a model for emergency interventions and has shaped FER design and roll-out. After the cyclones struck, a HRP was prepared in Mozambique, featuring an education response. The FER was developed accordingly, with seven grantees – including UN agencies, international NGOs, and national NGOs – receiving funds. In addition to initial funding, the FER grant also provided a framework to mobilize additional funds from international donors, including DFID, resulting in a better financed and more coordinated response.

Table S3.2: Average number of days from appeal to grant confirmation letter, FER grants in sudden onset emergencies



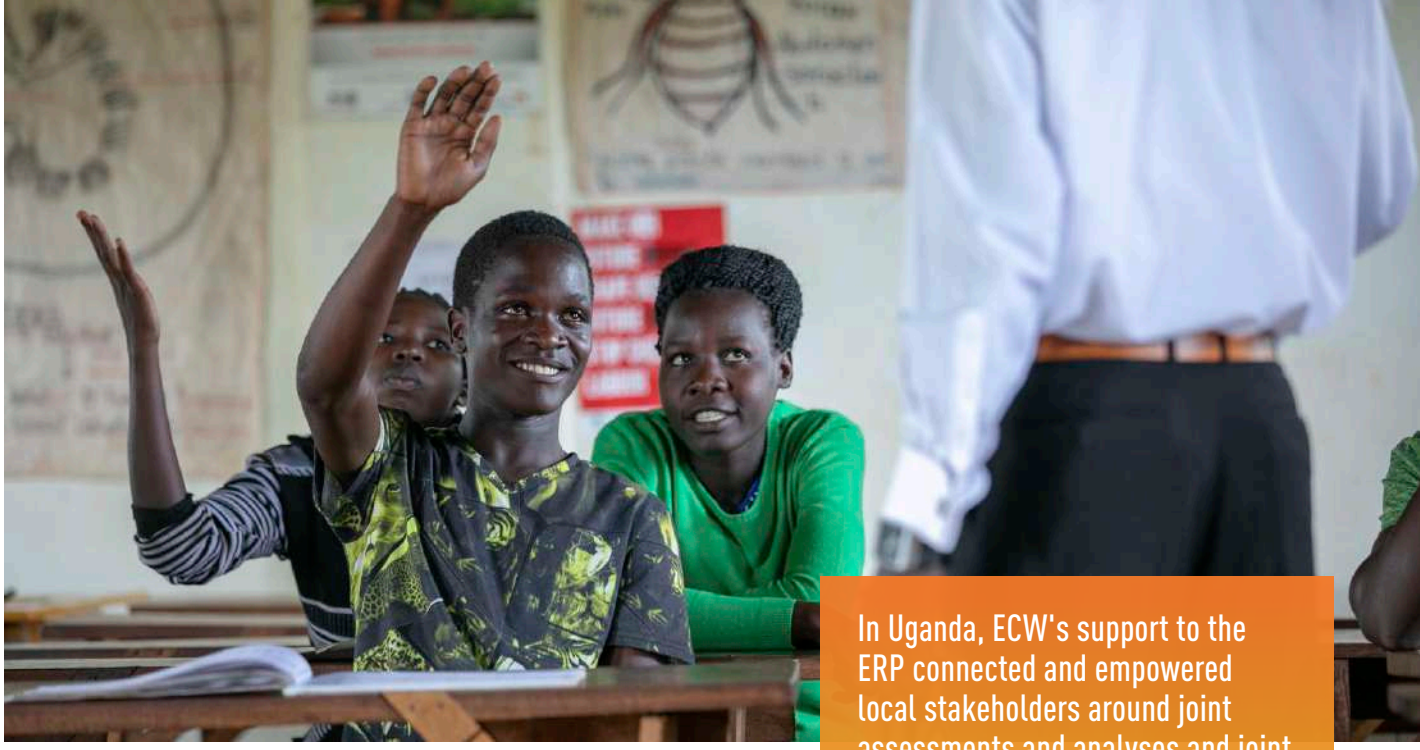
ECW CONNECTS STAKEHOLDERS TO IMPROVE JOINT PLANNING AND LEVERAGING OF FUNDS

Grants made under the MYRP funding window are more complex than FER grants. MYRPs require detailed consultations with education stakeholders and national authorities, revealing a trade-off between speed and a more deliberate and inclusive process to ensure national ownership, alignment with national systems, and a resilience-based approach that truly bridges the humanitarian–development divide. In 2019, the Secretariat revised ECW's target for MYRP grant disbursement to six months from an initial four to reflect the complexity of MYRP development.

The MYRP window responds to the call for the New Way of Working by fostering partnerships and collaboration between humanitarian and development partners in protracted crises. MYRPs integrate mutually reinforcing responses, both in the short and medium term, and mobilize predictable financing, thereby bridging the humanitarian–development gap. This enables humanitarian and development actors to work together on delivering collective education outcomes. In 2019, ECW launched six new MYRPs, bringing the total to ten.

As part of ECW's strong emphasis on accountability through its investments, concerted efforts have been deployed to strengthen partners' approach to risk management and child safeguarding, relevant in high-risk contexts exposed to conflict and disaster. This is important since these contexts threaten the safety and well-being of learners and teachers, destroy school infrastructure, disrupt instruction, and result in teacher shortages.

A new MYRP in Somalia was launched in 2019 as an opportunity for authorities in Puntland, Somaliland, and the Federal State of Somalia to align around a common framework of action in EiEPC. The MYRP helped establish strategies to bring about collective outcomes and to pave the way for inclusive joint planning processes across all areas. Joint planning also facilitated the exchange of best practices and



© UNICEF/Abdul

In Uganda, ECW's support to the ERP connected and empowered local stakeholders around joint assessments and analyses and joint planning and collective outcomes.

established common benchmarks and principles for programmatic action. Since the adoption of the MYRP, grantees also worked with the cluster and local education groups to ensure a consistent approach to EiEPC planning, reporting, and resource mobilization. In Somalia the MYRP put a spotlight on the education needs of children and youth from pastoralist communities. This process helped raise the visibility of the needs of such groups and prompted the preparation of complementary interventions tailored to the needs of these vulnerable communities, in turn contributing to leverage an additional $10 million.

In 2018, ECW supported the Education Response Plan (ERP) for Refugees and Host Communities in Uganda and provided seed funding against the ERP as part of its MYRP. During 2019, ECW's support contributed to refining the ERP's operational set-up and governance mechanisms and continued to promote coordination among responders by funding the ERP Secretariat. ECW connected and empowered local stakeholders around a model built on the following principles:

- Joint assessments and analyses: The EiEPC working group collects information and shares it among members.
- Joint planning and formulation of collective outcomes: All actors coalesce around the ERP, and all actions connect to collective outcomes, which helps minimize duplication and increases coordination.
- Coordination mechanisms and national ownership: The government-led steering committee is the decision-making body that coordinates implementation of the ERP, minimizing the potential for unilateral action and confusion.
- The Grand Bargain, localization and ownership: The collective outcomes expressed in the ERP are integrated into local plans. Based on this division of labour, the Ugandan Ministry of Education maintains an "open-door" policy concerning the enrolment of refugee children, with international stakeholders responsible for costs associated with refugee education.

Through this innovative model, a total of $74 million was leveraged and aligned closely with the ERP, including new and existing funding. This involved an active joint planning effort whereby existing donors and programmes provided an analysis of how their interventions were aligned to the ERP and how they would adapt their interventions to better complement joint programming towards the ERP collective outcomes. An example of this process for one donor is described in text box on the next page. In addition, a dedicated in-country resource mobilization effort helped attract additional funding against the ERP.

ALIGNING EXISTING FUNDING TO THE ERP IN UGANDA

Funded by the Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO), the INCLUDE project (2018–2020) in Uganda aims to provide access to quality learning for refugee and host-community children and youth. The first half of the project focused on the West Nile region (largely South Sudanese populations), and then adjusted to mid-western and southwestern Uganda (where refugees continue to arrive mostly from the DRC). The project strives to pilot, test, and scale some of the most cutting-edge interventions in Education in Emergencies, including:

- Can't Wait to Learn, developed by War Child Holland, uses solar-powered tablets to teach basic literacy and numeracy through locally designed games.
- TeamUP, developed by War Child Holland, uses physical education and sport to encourage non-verbal communication, play, and teamwork to provide children with mental health and psychosocial support.
- Improving Learning Environments Together captures the perspectives and priorities of children, teachers, and parents to inform participatory school improvement planning.
- Cash-transfer programming targets children who are out of school due to financial barriers, and provides timely cash support to enable households to cover education-related expenditures.

Every year, ECHO ensures that the funding is aligned to the ERP through the ERP Steering Committee. An Education Consortium Management Unit oversees the INCLUDE project and ECW-funded allocations towards the ERP, offering a unique opportunity to maximize synergies and avoid duplication. The two projects work hand-in-hand to achieve the intended ERP outcomes through a clear division of geographical locations and complementary activities.

© UNICEF/Ose

Up to $120 million was leveraged at the country level by the end of 2019 through the MYRPs in Afghanistan, Bangladesh, the Central African Republic, the State of Palestine, Somalia, and Uganda.

Similar efforts to align existing funds through an 'active' process and to mobilize new financial resources were taking place in other MYRP investment countries. ECW undertook an in-depth analysis and estimated that up to $120 million was leveraged at the country level by the end of 2019 through the MYRPs in Afghanistan, Bangladesh, the Central African Republic, the State of Palestine, Somalia, and Uganda.

ECW RESEARCH DEEPENS COOPERATION BETWEEN HUMANITARIAN AND DEVELOPMENT ACTORS

How can humanitarian and development actors more effectively coordinate planning and response to strengthen education outcomes for children and young people affected by crises? With ECW funding, the Overseas Development Institute researched this question[36] through a global analysis framework as well as six country case studies in Bangladesh, Chad, the DRC, Ethiopia, Iraq, and Syria.

KEY FINDINGS:
In complex settings there is often a disconnection between the Education Cluster and Refugee Education Working Group, which can cause inefficiencies and compromise the timeliness and quality of the education response for crisis-affected children and youth.

Humanitarian and development coordination systems for education are not systematically connected, and as a result, crisis-affected children and youth may be invisible in national sector planning and processes.

Several key recommendations stemmed from the study:

1. Build shared understanding and acceptance of different EiEPC coordination systems and ways of working.
2. Introduce structural and systemic opportunities for dialogue, exchange, and collaboration.
3. Allocate time and resources for joined-up coordination and streamline planning processes.
4. Join up coordination at the preparedness stage and from the very start of a response.
5. Invest in communication, exchange, and capacity-building among global, national, and subnational levels of EiEPC coordination systems.

The study has kick-started a dialogue among humanitarian actors and provided the foundation to strengthen cooperation in years to come through Global Education Cluster funding. As an institution that prefers to translate research into action, ECW is ready to operationalize these recommendations throughout its funding windows. MYRPs developed in 2019, for example in Chad, have integrated these recommendations into the programme design. Other MYRPs that were already underway, such as Bangladesh, will discuss the recommendations as part of the annual review processes and build them into future programming.

36 Synthesis report available at https://www.odi.org/publications/16741-strengthening-coordinated-education-planning-and-response-crises-synthesis-report.

ECW HELPS DEVELOP COMPREHENSIVE, SCALABLE INTERVENTIONS IN ITS MULTI-YEAR WINDOW

From a programmatic standpoint, two key innovative factors in the ECW approach enabling strong partnerships and leveraged funds towards collective outcomes were the following:

1. A 'WHOLE-OF-CHILD' APPROACH

ECW facilitated the design of several MYRPs using a 'whole-of-child' approach focused on delivering learning. The approach is based on the belief that, given the gravity of most of the crises in countries served by ECW, education-specific interventions alone are unlikely to result in increased learning. Rather, for such outcomes to arise and be sustained over time it is necessary to deliver a holistic, multisectoral package of services to teachers, students, learning centres, and communities alike – encompassing components in psychosocial support, support to livelihoods, social protection, and nutrition.

TABLE S3.3.:	Chad	South Sudan	Ethiopia
School feeding	✓	✓	✓
Psychosocial support	✓	✓	✓
Cash assistance	✓	✓	✓
Livelihoods	✓		
Safety	✓	✓	✓
WASH	✓	✓	✓
Infrastructure rehabilitation	✓	✓	✓
Teacher training	✓	✓	✓

MYRPs designed in 2019 followed a context-driven 'whole-of-child' approach. The multisectoral interventions were adapted to country-specific circumstances and priorities expressed in national development plans. Table S3.4 below offers a few examples of multisectorial interventions planned within MYRPs launched in 2019.

Following the logic of the 'whole-of-child' model, ECW established a partnership with the World Food Programme (WFP) on school feeding. School feeding programmes in crisis situations have been an effective tool for addressing nutrition, education, and child protection within one intervention, as well as for promoting social cohesion and providing relief during crises. ECW's investments have supported WFP's school feeding in Somalia, Uganda, and Yemen, with plans to expand to additional countries.

Regarding the integration of psychosocial support (PSS) in programming, ECW signed a MoU with Save the Children Denmark's MHPSS Collaborative to advocate for integrating MHPSS support as part of all EiEPC investments. Integrating mental health care and psychosocial support within education programming will ensure safe and nurturing learning environments and improve academic outcomes. ECW also signed MoUs with INEE and the Alliance for Child Protection in Humanitarian Action to promote education and child protection actors to jointly address the needs of children in emergencies.

2. EVIDENCE-BASED STRATEGY TO SCALE

The planning and design phase of the MYRPs was also innovative in its approach to aligning and leveraging other funding to scale up the comprehensive sets of interventions described in the previous section. Programmes were designed based on the following steps:

1. Identification of most vulnerable/most heavily affected areas in a country, following national strategies and humanitarian plans, where available.[37]
2. Identification of a comprehensive package of services needed in target areas for crisis-affected

37 Typically, affected areas would be ranked on a "severity scale" for comparability.

children to access a quality education and achieve learning.
3. Costing to deliver comprehensive packages to crisis-affected children.
4. Delivery of comprehensive packages (also using funds leveraged in-country) in the most vulnerable areas and monitoring of education outcomes arising from such packages.
5. Based on the results and evidence generated under the previous step, mobilize resources to scale up the intervention to additional crisis-affected areas, adapting the package as indicated by the monitoring data, following an incremental, evidence-driven process.

Following this logic, in South Sudan various packages for quality education will be delivered using seed funding in high-needs areas. The packages will be tested and incrementally scaled up, depending on results and available financial resources. The MYRP targets priority locations that will benefit from cooperation with partners, including GPE, AfDB, WFP, among others. The chosen locations represent different scenarios and challenges common in several areas in South Sudan, such as the heavy prevalence of out-of-school children, returnees, and IDPs, gender disparities, and other factors. The envisioned phased approach is expected to gradually generate evidence of what works best in areas affected by different crises. The results-based, incremental approach holds potential for long-term donor engagement, in turn laying the foundation for predictable funding.

COORDINATED FUNDING RESPONSE TO REGIONAL CRISES PROVES EFFECTIVE

In 2019, ECW disbursed two regional FER grants across two regional crises: one in the Sahel region in Africa and one affecting displaced Venezuelans in South America. The regional focus provided the opportunity to support coordinated regional responses and promote knowledge sharing, allowing countries with similar populations to learn from each other. In 2020, the MYRPs will adopt a similar regional approach for the Sahel and South America. Additional advantages of providing funding across countries are multiple:

1. **Opportunities for policy dialogue and advocacy.** By focusing on regions instead of countries, ECW raised awareness about the magnitude of the crises in the Sahel and South America. ECW successfully aligned its advocacy efforts with partner agencies, including the Agence Française de Développement (AFD), DFID and USAID. The regional FER used in response to the Venezuelan crisis was essential in enhancing advocacy and increasing the visibility of the response.

2. **Engaging in coordinated assessment and evidence generation as well as strengthening the regional exchange of knowledge and information.** This facilitates the identification of common challenges as well as the development of solutions for addressing them across countries, such as in the Sahel region, which experiences attacks against education and the constant flux of populations within and across borders.

3. **Strengthened focus on results through the development of guidance, tools, and capacity development.** Regional funding is better suited to support regional response plans in crises characterized by substantial movement of populations across borders. The regional approaches have also allowed ECW to engage more easily with regional offices of partners, including UNICEF, Save the Children, Plan International, and UNHCR, which played a crucial role in quality assurance, technical support, and monitoring.

4. **Increased efficiency.** ECW coordinated its responses across borders instead of financing separate FER grants at different times in individual countries. ECW used best practices and lessons learned within regions to confront challenges such as overloaded education systems, the absence of reliable data, the issue of discrimination against refugee children and youth, and the need to find alternative models of education to traditional classroom-based education.

STRATEGIC OBJECTIVE 4

STRENGTHENING CAPACITY TO RESPOND

HIGHLIGHTS:

At the cluster level, in-country EiEPC capacity has substantially increased as 55 per cent of country clusters (16 of 29) now have dedicated information management officers alongside full-time cluster coordinators, up from 31 per cent in 2018 and 35 per cent in 2017.

—

ECW supported the INEE to refine and further disseminate global public goods, such as its resource database and its EiEPC minimum standard toolkit, to strengthen the capacity of responders.

—

National NGOs and government representation are increasingly engaged in the design, implementation, and leadership of the newly developed MYRPs and FERs. They inform needs assessments, act as local responders, and are part of the steering committees providing direction and making decisions.

—

About 26% of ECW funding was allocated to local and national responders as directly as possible, in accordance with the Grand Bargain commitment.

© UNICEF/Sokol

Table S4.1: Relevant indicators in ECW results framework SO4

INDICATORS IN ECW RESULTS FRAMEWORK	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Percentage of ECW funding allocated to local and national responders as directly as possible to improve outcomes for affected people and reduce transaction costs, in accordance with the Grand Bargain commitment[38]	19%	30%	30%	26%
Percentage of cluster countries where cluster lead agencies have full-time dedicated cluster staff (coordinator and information manager)[39]	35%	31%	40%	55%
Absorptive capacity: Portion of grant budgets that has been reported as spent on services delivered[40]	43%	73%	75%	84%
Percentage of ECW-supported multi-year programmes that monitor at least two collective education outcomes	N/A	100%	100%[41]	100%

In 2019, ECW built on past achievements by investing in global, regional, and in-country education and coordination capacity to better manage education emergency and recovery response efforts. ECW successfully worked with the Global Education Cluster (GEC), the INEE, and UNHCR to further improve EiEPC coordination and education response mechanisms. This global-level support is combined with education and coordination capacity development at the country level. In this way governments and local non-governmental partners are fully engaged and are an integral part of the education response to the conflict- and crisis-affected populations.

PARTNER CAPACITY DEVELOPED AT THE GLOBAL LEVEL

ECW has a responsibility to respond rapidly and effectively when humanitarian crises escalate or occur for the first time. While a bottom-up strategy is taken at the country level to develop an education response and coordinating capacity, a more top-down effort is applied at the global level so that the global coordination and advocacy role for education in humanitarian settings is strengthened. In 2019, ECW continued working with the Inter-Agency Standing Committee's Global Education Cluster and UNHCR Refugee Education coordination, ensuring EiEPC stakeholders were better able to coordinate education responses. In 2019, the GEC reported that 55 per cent of country clusters (16 of 29) had dedicated information management officers working alongside full-time cluster coordinators. The additional staffing added capacity to coordination efforts and represents an

38 ECW Secretariat calculations based on delivery chain mappings submitted by grantees.
39 The source for this data is the Global Education Cluster.
40 This indicator is a percentage of the planned/pro-rated expenditure.
41 It is mandatory for all MYRPs to monitor outcome-level results for both access and learning outcomes.

increase from 2018 and 2017 when the percentage of country clusters with information officers was 31 and 35, respectively. Apart from the 16 education clusters with dedicated full-time information management officers, an additional five had information management officers shared with other clusters during 2019.

Improvements in GEC coordination have been instrumental in providing support to the development of FERs and MYRPs in Ethiopia, Chad, Mali, and Yemen, where programmes received ECW funding in 2019. ECW also invested in the design and set-up of rapid response teams by funding core GEC staff. The teams were deployed to Mozambique and Syria and provided critical information management, needs assessments, and coordination support. In addition, a rapid response team was deployed to support cluster development in Syria, which led to the approval of 2019 programming. In Bangladesh and Mali, cluster strategies were developed as a basis for joint programming across the entire EiEPC sector. Translation of training packages on developing cluster strategies supported the interventions. The GEC Helpdesk became fully operational in 2019, supporting 52 requests from country coordination staff and partners, primarily around coordination, capacity development, and information management. To provide more distance support, the GEC piloted virtual coaching in Libya and Nigeria and will further expand this work in 2020 (for more details see Strategic Outcome 5). The launch of the new INEE website, the review and migration of the INEE resource database, and the updating of the EiEPC minimum standard toolkit were all completed in 2019. They have allowed the EiEPC sector to use validated resources, strengthen capacity, and respond to crises more effectively. In 2019, INEE also strengthened its ability to develop capacity for its members in the field through training sessions, clinics, and other means. In 2019, INEE's capacity development strategy was approved by its steering group, paving the way for regular capacity development activities in 2020. The INEE Secretariat also provided remote assistance to members covering knowledge management, capacity development, membership, funding, and partnerships.

Investment in the Global Partners Project of GEC, INEE, and UNHCR led to additional global and regional capacity in promoting EiEPC for refugees. On a regional level, the investment led to better planning of refugee crisis responses in Venezuela, the Sahel region, Burkina Faso, and for Congolese refugees in western Tanzania. Investments were also made to improve coordination through strengthening regional EiEPC working groups.

To share technical best practices and improve the quality of its education response further, ECW has engaged with multi-agency bodies such as INEE, the Alliance for Child Protection in Humanitarian Action, and the Inter-Agency Standing Committee Mental Health and Psychosocial Support Reference Group. ECW also formed a collaboration with the philanthropic organization Porticus, combining efforts to improve holistic learning outcome measurements in EiEPCs and protracted crises and to build on INEE's PSS/Social and Emotional Learning (SEL) Collaborative's existing work on SEL.

PARTNER CAPACITY DEVELOPED AT THE COUNTRY LEVEL

Besides global institutional capacity to drive and coordinate education response and recovery efforts, national in-country engagement is critical for establishing a relevant and sustainable path back to stability and recovery. ECW therefore works with government and national or local non-governmental organizations as part of the funded FER and MYRP programmes.

For example, in Uganda, where the Refugee Working Group on Education played an instrumental coordination role, the Save the Children-led consortium of civil society organizations[42] began implementing an MYRP in 2018 after partnering with four local NGOs[43] in the areas of community awareness and mobilization, menstrual hygiene

42 As part of its MYRP in Uganda, ECW funded a consortium of 12 civil society organizations led by Save the Children to support the implementation of the Education Response Plan. Civil society organizations included APPCO, AVSI, CRS, Finn Church Aid, Humanity and Inclusion, NRC, Plan International, Street Child, Save the Children International, War Child Holland, Windle International Uganda, ZOA, and five local implementing partners.

43 ZOA with Palm Corps, the AVSI Foundation with LGIHE, Save the Children with Education Local Expertise Center Uganda (ELECU), and Street Child with African Women and Youth Action for Development.

© Save the Children Uganda

Adolescent girls participate in an ECW-supported menstrual hygiene management activity in a refugee settlement in Northern Uganda.

management, and early grade reading. These were all areas that required a strong contextualized and culturally and language-sensitive response that national actors understood more than their international partners. After identifying the organizational learning needs and by working together with specialized INGOs, the national partners strengthened their child safeguarding and protection, gender, supply chain, financial, project management, and accountability capacity. This localized approach provided the consortium with a stronger presence, an improved operational capacity, and a culturally sensitive response, thereby becoming more effective and creating a win-win collaboration for both national and international implementing partners. The close cooperation with district education offices in refugee-affected areas also improved education registration and coordination systems, as well as technical expertise on inclusive education practices for children with disabilities. Building capacity within government allows them to better understand and promote inclusive education and disability training in schools. This will further strengthen frontline capacity in Uganda and enhance resilience, ownership, and sustainability for the long run.

In Somalia an inclusive joint planning process with the federal Ministry of Education, Culture, and Higher Education and two state education ministries in Puntland and Somaliland significantly strengthened regional coordination capacity in the education sector. Value was added to the federal ministry's EiEPC unit by facilitating the exchange of best practices in education and establishing common standards and principles for implementation. The success of the joint planning process led to the establishment of similar EiEPC units in all state ministries. Furthermore, an assessment of state ministries' ability to respond to the education crisis resulted in the appointment of a technical advisor and in plans to recruit a monitoring and evaluation coordinator in 2020.

To better respond to crises, such examples are increasingly being integrated into approved ECW-funded projects. For example, in March 2019 an approved MYRP in the State of Palestine included government and school capacity development components to better manage emergency preparedness, response, and recovery. The components included government data collection and school documentation to monitor children and youth most affected by crises. In the Central African Republic, the capacity of the emergency unit within the Ministry of Education developed to better inform and coordinate EiEPC responses at both national and local levels. EiEPC focal points at the local level were recruited to facilitate access to information on EiEPC situations, such as early warning systems, coordination, and monitoring.

TRANSFER OF FUNDS AND RESPONSIBILITY TO LOCAL PROVIDERS

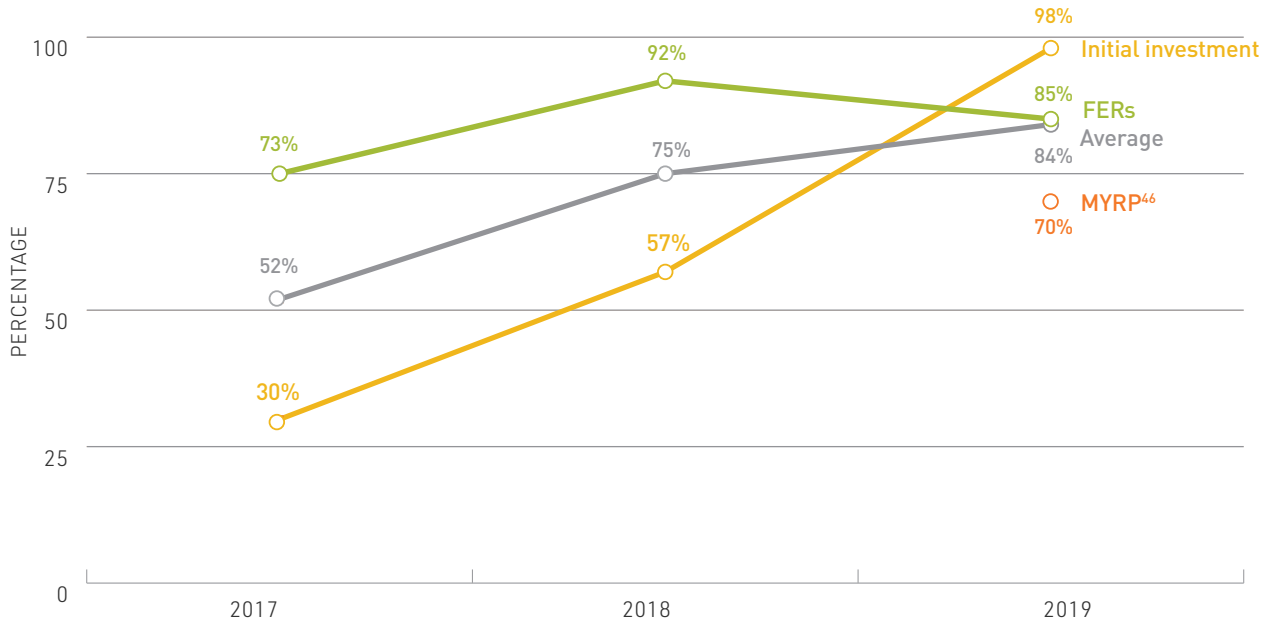
As ECW relies on in-country actors for implementation, it is committed to transferring funds as directly as possible to local and national providers.[44] In 2019, almost 26 per cent of the grantee funds were

44 Funds transferred through one intermediate, being an UN agency or INGO. ECW aims to avoid any occasion whereby funds are transferred from one UN agency/INGO to another UN agency/INGO.

PORTION OF GRANT UTILIZATION IMPROVES

The absorption capacity of grantees continued to improve in 2019. Absorption capacity is the portion of a grant that is utilized compared to any unused portion of pro-rated expenditure. This is important to ECW to monitor as it gives an indication about the speed at which ECW, its grantees, and programmes operate. In 2019, absorption capacity[45] stood at 84 per cent for all programmes: 70 per cent for MYRPs, 85 per cent for FERs, and 98 per cent for initial investment. Absorption rates improved compared to 2018 and 2017, when they stood at 75 per cent and 52 per cent, respectively. Some 36 per cent of grants beyond the half-way point of implementation in 2019 required no-cost extensions, and 85 per cent (11 of 13) of the initial investment programmes and 33 per cent of FER grants (15 of 45 beyond half-way) required no-cost extensions. Of the 31 grants completed by the end of 2019, 29 per cent had a utilization rate of 90 per cent or less (22 per cent of initial investments, 32 per cent of FERs). In all cases where a utilization rate falls below 100 per cent, outstanding funds are returned to ECW when the intervention ends.

FIGURE S4.1.: UTILIZATION RATE PER PROGRAMME



45 Only includes grants with more than six months of implementation, i.e., started before 1 July 2019.
46 There is no data for MYRPs for 2017 and 2018 on utilization rate as the first MYRPs were launched at the end of 2018.

transferred as directly as possible. This was actually a reduction from 30 per cent in 2018, but a significant increase over 17 per cent in 2017. About 63 per cent of FER grantees transfer funds to national providers to assist with implementation, compared to 20 per cent for MYRPs and only 12.5 per cent for initial investment programmes. In addition, INGOs are substantially transferring more directly to national providers (46 per cent) compared to UN agencies (20 per cent) across the portfolio, providing a positive model towards increased localization and accountability.

In 2019 the amount of targeted technical support and quality assurance provided by ECW to grantees increased during the grant application and programmatic implementation processes. More attention was given to developing the Theory of Change, results formulation, and measuring learning outcomes. Technical support was also provided to boost support for gender, protection, mental health, and psychosocial interventions. At the field level, partnerships with national gender-oriented and/or women-led organizations were cultivated to ensure the issue of gender equality was included throughout quality education interventions. As a result of using reputable national and local organizations and connecting them with the MYRP design processes, better gender-response programming took place. For example, in Chad and South Sudan consultations with gender-focused national NGOs and platforms, as well as specialized INGOs and government representatives on women and gender empowerment, resulted in more gender-oriented national NGOs working as implementing partners.

INNOVATIVE SOLUTIONS AT WORK IN PROTRACTED CRISES

Providing decent quality education for all in protracted crises settings, such as Afghanistan and Somalia, requires innovative solutions. In these places, ECW applies community-based and/or alternative education models, which have been increasingly funded by the MYRPs. The models present pathways to boost access and continuation, especially for girls and out-of-school children and youth. MYRPs particularly use these models as an outreach strategy for children, especially girls, living in remote, rural, and insecure areas. Importantly, the funding is used to prepare children to eventually make the transition back to the formal education system. Non-formal education operations have been successful in Afghanistan as they are closely aligned to the formal systems as well as regulated and monitored by government authorities. In Afghanistan community-based education also conforms to education policy and guidelines, such as the MYRP-inspired National Policy on Girls' Education, set by the Education Ministry. The guidelines dictate the way non-formal education institutions are set up and run when it comes to curricula and minimum learning standards.

As part of the funding to community-based educators, ECW has partnered with the LEGO Foundation to further improve the capacity of humanitarian responders and integrate play-based early childhood education within humanitarian appeals and interventions. By promoting and funding play-based approaches in either formal or alternative education models, ECW aims to reach 140,000 children aged 3 to 6 in the coming three years. ECW will implement the approaches using a readiness assessment tool and programming guidelines, which are currently being developed.

ECW is further developing capacity for EiEPC by investing in the UNHCR's Humanitarian Education Acceleration (HEA) project from December 2019. With funding provided through the ECW acceleration facility window, the HEA takes successful, innovative ideas for education in humanitarian settings and scales them up. The HEA is designed to strengthen knowledge around these promising educational innovations, moving them from small-scale initiatives to ones with larger coverage and greater potential for integration into national systems. MYRPs can be used to facilitate the scale-up process, illustrating how the acceleration facility and MYRP interact.

STRATEGIC OBJECTIVE 5

IMPROVED DATA, EVIDENCE AND ACCOUNTABILITY

HIGHLIGHTS:

In 2019, **ECW strengthened its systems to assess needs** and examine gaps across countries and to inform its selection of new MYRP countries.

—

Joint Education Needs Assessments (JENAs) were conducted in Libya and Nigeria. Several country clusters prioritized and implemented EiEPC assessments of their own accord. These included Cameroon, Ethiopia, and Indonesia, which used JENA methodology, and Bangladesh with the support of REACH, a leading humanitarian research initiative that provides evidence and data from crisis contexts to inform response and decision making.

—

Between 2018 and 2019, with support from ECW, **the GEC revised its Needs Assessment Package to provide more practical and up-to-date guidance** to country cluster staff and organizations conducting, coordinating, and participating in needs analysis and assessments.

—

Data availability on outcome-level results improved significantly during 2019: 83 per cent of FER grants completed in 2019 provided evidence on access, 50 per cent on continuity, and 17 per cent on learning outcomes. Among 13 MYRP grants with at least six months duration by end 2019, 62 per cent of grantees provided evidence on access, 38 per cent on continuity, and 23 per cent on learning outcomes.

—

ECW's Acceleration Facility supported UNESCO to produce case studies in Chad, Ethiopia, the State of Palestine, South Sudan, Syria, and Uganda on what worked and what did not in education management information systems used to manage data collected in emergencies and protracted crises.

©UNICEF/Ose

Table S5.1: Relevant indicators in ECW results framework SO5

INDICATORS IN ECW RESULTS FRAMEWORK	RESULT AR 2017[47]	RESULT AR 2018[48]	TARGET 2019	ACTUAL 2019
Percentage of multi-year programmes addressing access, equity and gender equality, continuity, quality, and protection	100%	100%	100%	100%
Percentage of ECW-supported programmes measuring affected communities' access to education[49]	14%	67%	20%	83% (completed FER grants) 62% (13 MYRP grants with at least six months duration)
Percentage of ECW-supported programmes measuring survival, transition, or completion for crisis-affected children and youth	14%	33%	20%	50% (completed FER grants) 38% (13 MYRP grants with at least six months duration)
Percentage of ECW-supported MYRPs having quality data on learning outcomes (without socio-emotional learning)	N/A	17%	15%	17% (completed FER grants) 23% (13 MYRP grants with at least six months duration)
Percentage of ECW-supported MYRPs having quality data on learning outcomes regarding socio-emotional competencies (SEL) (new indicator)	N/A	17%	15%	0%
Proportion of new multi-year programmes developed with inputs from beneficiaries	100%	100%	100%	100%
Number of assurance and due-diligence activities conducted per investment	N/A	Micro-assessments: 8 Spot-check: 25 Audit: 1	N/A	Micro-assessments: 5 Audit: 1

47 Countries with FERs and Initial Investments (IIs) active in 2017
48 Countries with FERs, IIs and/or MYRPs active in 2018.
49 All indicators under SO5 on the "Percentage of ECW-supported programmes having data on ..." are reported separately for completed FER grants in 2019 and MYRP grants with at least six months programme duration by end 2019. Grants having data means that there is strong (i.e., two data points) or partial evidence for a change in the respective outcome indicator.

ECW aims to strengthen its systems using data and evidence to support advocacy efforts and to help implement improved interventions across the programming cycle, which includes carrying out needs assessments, programme planning, monitoring, and evaluations. New data and evidence are integrated into both country-level interventions and global-level advocacy efforts to support evidence-based investments and strengthen the EiEPC system and its partners. Capturing data, collecting evidence, and creating knowledge products requires the involvement of strategic partnerships to improve systems and processes.

STRENGTHENING SYSTEMS TO ASSESS NEEDS

In 2019, ECW strengthened its systems to assess needs and examine gaps across countries and to inform its selection of new MYRP countries. The quantitative analysis of countries with ongoing protracted crises included several new features, including the following:

- Global Severity Crisis Index (GSCI) to reflect a real-time measure on the severity of crises based on the geographical and human impact, humanitarian conditions (people in need), and complexity (humanitarian access, society and safety, and operating environment). The GCSI works in tandem with a forward-looking INFORM Risk Index.

- Education sector official development assistance (ODA) per capita score, which is weighted and includes elements such as crisis severity, risk of the crisis continuing and/or new crises emerging, funding gaps from humanitarian and development sources, and education needs covering access, equity, and continuity.

Once a country is selected for ECW funding support, whether for FERs or MYRPs, ECW continues to prioritize support to grantees by strengthening assessment and monitoring systems within countries and ensuring that data was used for better programming. During the proposal development, ECW provides support to grantees in undertaking needs assessments, analysing data, and developing strategies to respond to the needs of affected populations. In 2019, ECW also strengthened its processes around providing guidance and technical support to grantees – particularly for MYRPs – during the proposal development phase.

While the focus on support during the proposal development phase concerned analysis of existing education data as part of a secondary data review process, several country-level interventions undertook additional in-depth data collection to provide a solid evidence base for programming. Through ECW's support to the Global Education Cluster, Joint Education Needs Assessments in 2019 were conducted in Libya and Nigeria. Several country clusters prioritized and implemented EiEPC assessments of their own accord. These included Cameroon, Ethiopia, and Indonesia, which used JENA methodology, and Bangladesh with the support of REACH, a leading humanitarian research initiative that provides evidence and data from crisis contexts to inform response and decision making.

Several grantees used innovative, evidence-based approaches to select target areas. For example, the MYRP in South Sudan launched in December 2019 covered six states affected by different types of conflict and displacement trends. Within the six states, the MYRP prioritized and phased in counties based on the number of Persons in Need (PIN), percentage of PIN within the total county population, and the percentage of PIN who were IDPs and returnees. The numbers and percentages were ranked and weighted to reveal priority counties, which were then selected to ensure even distribution of resources among the six states and to demonstrate how the MYRP could deliver relevant outcomes in different contexts.

Several ECW-funded grantees supported work to strengthen education data systems in their countries as part of their programming. In Ethiopia, for example, ECW supported UNICEF to provide technical and financial support to collect data on refugees and their schools in the Education Management Information System (EMIS). The data covered enrol-

ment, school infrastructure, teaching and learning materials, and teacher qualifications, and was used for education planning as part of a commitment to include and implement the Djibouti Declaration on integrating refugees into national systems.

In Chad, an innovative system for monitoring education in real-time, called EduTrac, was established. The pilot project has been funded by an ECW Initial Investment with a priority objective of increasing the speed and efficiency of collecting school data. The project also aims to enhance the data collection process using SMS surveys. Questions are regularly sent using SMS to parents and key school personnel, such as school principals. Answers are collected and analysed. Using EduTrac, UNICEF and the Ministry of Education were able to collect real-time data on student cohorts (new enrolees, dropout rates, repetition rates, etc.) and track the payment of teacher subsidies as well as absenteeism of both teachers and students. EduTrac is also an excellent tool for monitoring school infrastructure construction and the distribution of school materials.

At a global level, a large component of ECW's partnership with and funding to the Global Education Cluster, which began in 2017 as part of the Global Partners Project, was the provision of support to country coordination teams and partners on assessing and monitoring needs. ECW also supports GEC's core functions project (the first phase was from 2018 to 2019 and the second phase from mid-2019 onwards.) The recruitment of a Rapid Response Team Cluster Coordinator to lead the needs assessment workstream, supported by other ECW-funded GEC staff positions, contributed to the improvement of the GEC Needs Assessment (NA) package and JENA (see textbox at right). The revised NA package was piloted at a 2019 Cluster Coordinator retreat and during training sessions on needs assessments at GEC Core Coordination meetings. In 2019 alone, 340 cluster staff and partners received the training, equipping them with essential skills to respond forcefully to education crises and to carry out comprehensive need assessments. Both the improvement of the NA package and the delivery of training sessions were made possible by leveraging ECHO funding. Recognizing the importance of reaching the widest possible audience with the new tools, ECW funding also enabled the development of the new GEC website, which features dedicated capacity development pages, country data, and, in future, will feature a dedicated needs assessment resource.

To strengthen the capacity of country-level Education Cluster Coordinators, Information Management Officers, and partners to conduct joint education needs assessments through more targeted modalities, the GEC developed a three- to four-month coaching programme featuring remote and face-to-face mentoring, in addition to instructional videos,

A REVISED NEEDS ASSESSMENT PACKAGE:

Between late 2018 and early 2019, the GEC revised its Needs Assessment Package around the following six key areas, with the main objective of providing more practical and up-to-date guidance to country cluster staff and member organizations conducting, coordinating, and participating in needs analysis and assessments:

(1) Identifying key decisions and information needs;
(2) Conducting secondary data reviews;
(3) Planning and designing a joint education need assessments;
(4) Harmonizing needs and assessments;
(5) Multisector assessments and analyses;
(6) Cross-cutting issues.

A central part of the revision of the Needs Assessment Package was the improvement of the Guide to Coordinated Education in Emergencies Needs Assessments and Analysis (originally developed in 2016 as a JENA) through simplification of language, addition of a summary guide, a new layout, and the addition of checklists on language, gender-based violence, and cash and voucher assistance.

reading materials, and assignments. The programme was piloted in Nigeria (August 2019) and Libya (September 2019), where two JENAs were developed.

In collaboration with the International Organization for Migration (IOM), the GEC worked on another improvement in the field of prioritization of EiEPC needs and geographical areas by revising and adding education questions in Displacement Tracking Matrix (DTM) tools (mobility tracking, site assessments, surveys). In addition to improving these tools, the GEC and IOM also developed the "Guide for sector severity and priority IDP locations with DTM data", which can help establish geographic priorities, identify sectoral gaps, establish severity, and identify further information requirements. The GEC also developed methodology and guidance for country clusters to calculate People in Need figures for Humanitarian Needs Overviews (HNOs), including breakdown by geographical areas, different affected groups, and education levels. The calculations are made based on existing numbers of affected population by geographical area, number of children in school by geographical area and suggested severity indicators and thresholds.

Through its revised guidelines and targeted assistance, ECW continued to support grantees in shifting towards results monitoring of education outcomes, rather than just outputs. Since FER grants were generally used to restore safe and equitable access to education, they typically tracked outcomes related to access. Because MYRPs were more comprehensive and operated over longer time spans, they typically featured more comprehensive outcome-level measurements, with a focus on learning.

Table S5.2 provides a snapshot of outcome-level measurements by ECW grantees in terms of access, gender equity/equality, continuity of education, and learning.[50] The strongest evidence for progress was in the area of access, with 16 grantees reporting strong evidence of an increase, with two data points using a standard indicator as per the results framework. A total of 10 grantees reported partial evidence of an increase with only one data point available. The 10 grantees with partial evidence worked without well-established or measurable baselines but reported reasonable evidence of

MONITORING RESULTS

Table S5.2: Overview of evidence of progress, all grants active during 2019

Evidence category	Access	Girls' inclusion	Continuity	Learning
Number of grants reporting strong evidence of increase (i.e., two data points are available on a SMART outcome indicator)	16	10	7	4
Number of grants reporting partial evidence of increase - only one data point available [without baseline] but with reasonable evidence of improvement (e.g., large-scale rehabilitation of school infrastructure after natural disaster)	20	20	20	2
Percentage of FER grants with strong/partial evidence of increase (18 completed FER grants in 2019)	83%	72%	50%	17%
Percentage of MYRP grants with strong/partial evidence of increase (13 MYRP grantees with at least six months programme duration by end 2019)	62%	54%	38%	23%

50 Note that several grants are still being implemented and do not have data available.

© UNICEF/Oatway

ECW maintained a focus on the measurement of learning outcomes, including towards socio-emotional competencies, by making reporting on learning outcomes mandatory for all MYRPs.

improvement such as large-scale rehabilitation of school infrastructure after a natural disaster. Thirty grantees reported evidence of an improvement with respect to access for girls. A total of 27 grantees showed evidence of increased continuity in the provision of education services, usually as part of non-formal education programmes. Four grantees reported strong evidence on learning outcome increases, and two reported partial evidence of an increase in learning outcomes. None of the evidence generated about programmes showed a decrease, or a lack of increase, on any outcome indicator. Among all 13 MYRP grants with at least six months duration by end 2019, baseline values were available for 77 per cent of grantees for access, 38 per cent for continuity, and 54 per cent for learning outcomes. All of those without baseline values reported ongoing work or concrete plans regarding baseline data collection on access and all except two grantees on learning outcomes – these two grantees did include relevant indicators in their logframes though. While several grantees included monitoring of aspects of safety, health, and/or protection relevant to their intervention, none of them did so on all aspects through a single comprehensive indicator.

ECW maintained a focus on the measurement of learning outcomes, including towards socio-emotional competencies, by making reporting on learning outcomes mandatory for all MYRPs; measurement of learning outcomes remains optional for FERs, given their short duration. In Nigeria, Street Child reported increased learning figures in reading and mathematics during their 6- and 12-month-long FER programmes using the Teaching at the Right Level education approach. In Afghanistan, Save the Children used the citizen-led Annual Status of Education Report (ASER) methodology in community-based education, showing learning improvements in Kunduz and Takhar provinces. Under Bangladesh's MYRP, UNICEF undertook a placement and diagnostic test using the ASER Plus methodology for Rohingya refugee children aged 6–11 enrolled in learning centres. In the Central African Republic (CAR), the Norwegian Refugee Council and UNICEF supported national examinations for children aged 8–14 at the end of their accelerated learning programmes as a prerequisite for entry into the formal education system. In Syria, UNICEF and Save the Children conducted learning outcome measurement on early-grade reading, math, and social-emotional learning.[51] MYRP grantees in Afghanistan, Somalia, and Uganda were in the process of designing their measurement frameworks.

51 More details of all these measurements can be found in the collective beneficiary outcome, chapter 4 on learning.

As a more in-depth monitoring tool managed by the ECW Secretariat directly, ECW initiated its first Third-Party Monitoring (TPM) for a FER investment in Indonesia that began in 2018 and was completed at the end 2019. Based on a review of documentation and a field visit with key informant interviews as well as focus group discussions, including with beneficiaries, the contracted TPM firm was able to report on what the project had by then delivered and how it had been received by its beneficiaries. The Indonesian field work demonstrated the usefulness of TPM and its suitability to ECW as a light tool located between monitoring and evaluation that provides a more in-depth check on what is being achieved on the ground and that includes voices of affected populations.

Monitoring data from MYRPs was used to inform mandated annual reviews in which grantees, partners and ECW staff were responsible for jointly assessing progress made, identifying bottlenecks, and amending programmes as needed. The process also involved the introduction of outcome-based financing under which the release of successive funding tranches to MYRP grantees was linked to criteria, including utilization rates, numbers of children and youth reached, and achievement of outcomes.

At a global level, ECW advocated for and worked with the INEE network and key donors, such as the EU, on the adoption and use of common EiEPC indicators and related standards in line with the INEE Minimum Standards. In July 2019, ECW participated in the EiEPC Data Summit at which a plan to achieve these aims was developed.

ASSESSING WHAT WORKS AND WHAT DOES NOT

ECW supported its partners in producing studies on what worked and what did not in EiEPC. With ECW Acceleration Facility (AF) funding since 2017, the Global Partner Project completed its report on what worked and what did not regarding EiEPC coordination, with a special focus on working at the nexus of humanitarian and development programming.[52]

As part of another Acceleration Facility investment from ECW that started in August 2019, UNESCO completed case studies in Chad, Ethiopia, the State of Palestine, South Sudan, Syria, and Uganda on what worked and what did not in education management information systems being used to manage data collected in emergencies and protracted crises. A consolidated report summarizing the case study findings and a conference in 2020 as part of Phase 2 of the project will examine gaps, challenges, and promising practices, and develop a road map and costed plan for making the Education Management Information System (EMIS) fit-for-purpose in the case study countries. The UNESCO case studies illustrate the complexity of challenges, and at the same time highlight promising steps for supporting more effective and coherent collection and use of data to inform national crisis preparedness and response.

As the most rigorous approach towards assessing what works and what does not, evaluations are an essential part of ECW's work. To lay the foundations for ECW's first multi-country evaluations starting in 2020, ECW has developed its first Evaluation Policy, which was approved by the High-Level Steering Committee in December 2019. ECW's evaluation plan, which lists evaluations planned until the end of the current Strategic Plan cycle, was also approved. In terms of evaluating its own approaches and modalities, ECW completed its terms of reference for its first outside evaluation on its FER investment modality, which began in February 2020.

To strengthen the evidence base covering innovations within EiEPC, ECW provided multi-year funding of $2.2 million to UNHCR in December 2019 through its Acceleration Facility to identify promising innovations and to support grantees in scaling them up and generating research on what worked and what did not.

52 See more details on the Global Partner Project in Part I, Strategic Objective 4.

RESEARCH FOR ADVOCACY

ECW also invested in research and evidence that supported the advocacy efforts of its partners. In 2019 the Global Coalition to Protect Education from Attack (GCPEA), through its partnership with ECW, completed its research on the impact of attacks on education on women and girls – the most extensive research on this topic to date. Building on its 2018 case study "I Will Never Go Back to School: The Impact of Attacks on Education for Nigerian Women and Girls" and the publication "What can be done to better protect women and girls from attacks on education and military use of educational institutions?," in May 2019 the GCPEA released "All That I Have Lost: Impact of Attacks on Education for Women and Girls in Kasai Central Province – Democratic Republic of Congo." GCPEA also drafted a global study on attacks on education and hosted an expert workshop to discuss the recommendations in the study and develop an advocacy plan with key institutions working on education and gender in conflict areas. The report "It is Very Painful to Talk About: Impact of Attacks on Education on Women and Girls" was pre-released at the Pan African Conference on Children and Armed Conflict in October 2019, in Addis Ababa, Ethiopia, which was hosted by Save the Children, the African Child Policy Forum, and the Swedish Government. The report was officially launched on 25 November 2019, the International Day for the Elimination of Violence Against Women.

ECW supported GCPEA to strengthen data collection on the extent and scope of attacks on education and the use of schools by armed groups. This data collected together with advocacy by countries has enabled the provision of solid information for the 2020 edition of the global study *Education under Attack*, to be released in June 2020 by GCPEA. The data is needed by the EiEPC, protection, and larger humanitarian and donor communities. Governments seeking to implement or strengthen responses to attacks on education systems, including prevention and mitigation strategies as well as monitoring and reporting systems, also require the information. The data provides critical statistics to advocate for more effective protection measures, including the implementation of the Safe Schools Declaration, an intergovernmental political commitment to better protect education in armed conflict. GCPEA contributed to bringing the total number of states endorsing the Safe Schools Declaration to 101 by the end of the 2019, and it also co-hosted the Third International Conference on Safe Schools in May 2019 – attended by delegates from 80 countries and 35 UN and civil society organizations. The conference highlighted the need to strengthen the monitoring and reporting of attacks while recognizing the impact on gender, as well as increasing political commitment in order to ensure that safe, quality education is available to all.

PART II

COLLECTIVE EDUCATION OUTCOMES

© UNICEF/Herman

COLLECTIVE OUTCOME 1

INCREASED ACCESS

HIGHLIGHTS:

ECW multi-year investments proved highly effective in providing access to education for refugee children and youth. In Uganda, Save the Children led efforts that helped increase the gross enrolment ratio[51] for refugee children from 53 per cent in 2017 to 75 per cent in 2019. In Ethiopia, following a $15 million grant implemented by UNICEF, the primary gross enrolment ratio for refugee children rose to 67 per cent in 2019, up from 62 per cent in 2018.

—

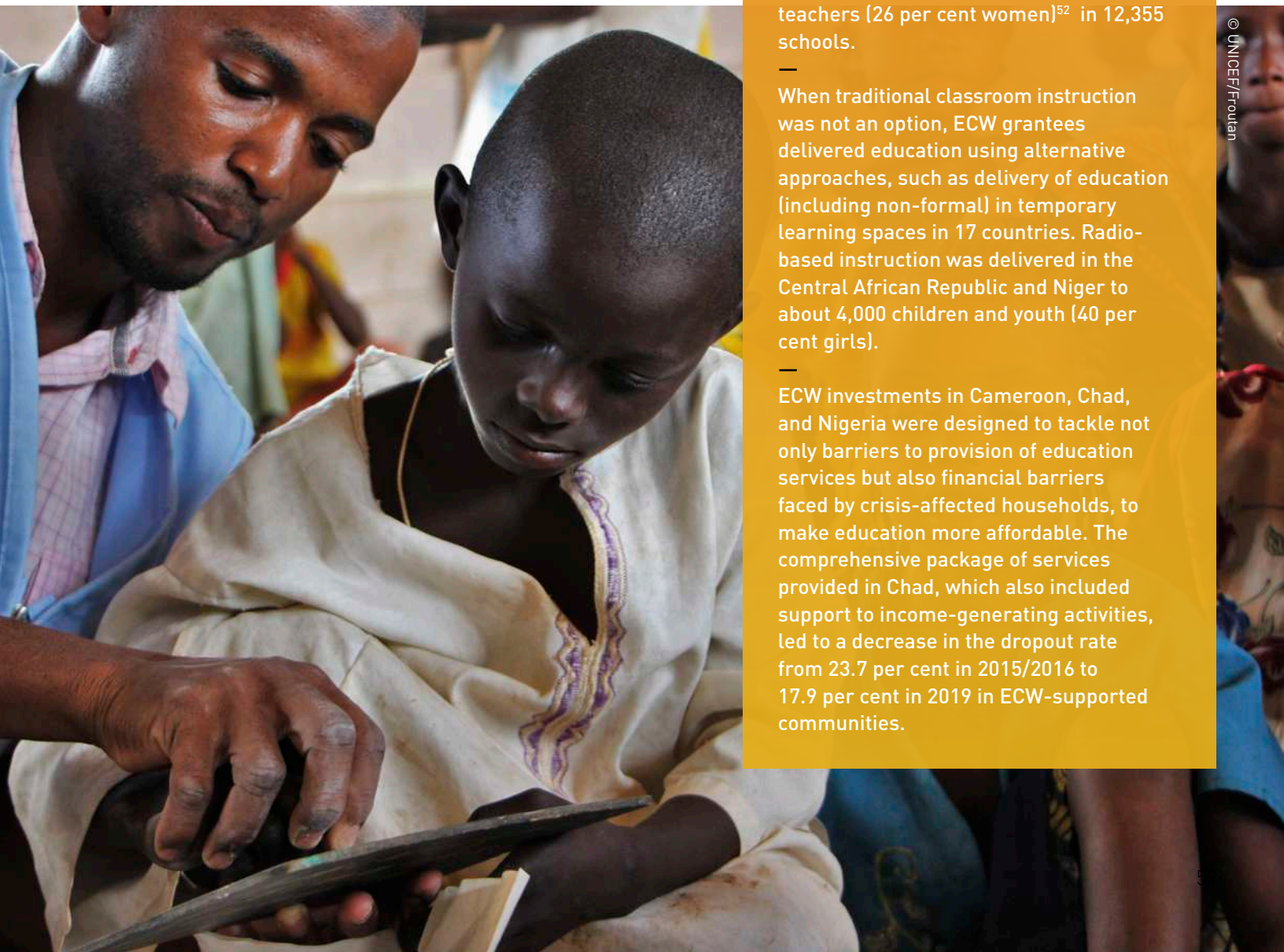
In Yemen, ECW financed UNICEF to maintain a measure of access to education in crisis-hit communities and provided cash incentives to approximately 128,000 teachers (26 per cent women)[52] in 12,355 schools.

—

When traditional classroom instruction was not an option, ECW grantees delivered education using alternative approaches, such as delivery of education (including non-formal) in temporary learning spaces in 17 countries. Radio-based instruction was delivered in the Central African Republic and Niger to about 4,000 children and youth (40 per cent girls).

—

ECW investments in Cameroon, Chad, and Nigeria were designed to tackle not only barriers to provision of education services but also financial barriers faced by crisis-affected households, to make education more affordable. The comprehensive package of services provided in Chad, which also included support to income-generating activities, led to a decrease in the dropout rate from 23.7 per cent in 2015/2016 to 17.9 per cent in 2019 in ECW-supported communities.



© UNICEF/Froutan

Table E1.1: Indicators for CO1- Increased Access

INDICATOR	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Out-of-school rate in countries in protracted crises targeted by ECW	N/A	N/A	Primary: 21.5% Lower secondary: 33.6%	N/A[53]
Percentage of ECW-supported programmes with increased access to education for crisis-affected children and youth	N/A	N/A	60%	100%[54]
Number of teachers/ administrators recruited/ financially supported	3,659 (42% female)	5,703 (30% female)	19,530	139,071[55] (27% female)
Number of classrooms (including temporary learning spaces) built or rehabilitated	1,138	2,798	2,880[56]	5,675
Number of 3-18 years old children/youth benefiting from non-formal education opportunities.	145,994	259,566	868,000	340,768 (in 2019) (46% girls)
Number of households in ECW-supported communities receiving cash transfers for education	N/A	N/A	TBD	21,081

51 The number of students enrolled by level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
52 The low percentage of women reflects the demographics of the teacher workforce in Yemen.
53 For none of the countries with active MYRP grants in 2019, national data on out-of-school children rates for any education level are available in the UIS database. The exception is the State of Palestine with a value of 2.6 (both primary and lower secondary education) for 2018 as the latest year.
54 Across all active grants in 2019, 16 grantees reported strong evidence of increase (with two data points). Out of 13 MYRP grantees, 4 reported strong evidence of increase (with two data points).
55 This figure includes Yemen where 127,433 teachers were financially supported for seven months during 2019.
56 The ECW 2018 Annual Report included the following related indicator: "Number of classrooms (including temporary classrooms) supported with infrastructures or classroom materials." The 2018 annual results report presented 20 per cent (2,798) of the value being classrooms (including temporary classrooms) built or rehabilitated. Same division is applied to set the target for this 2019 annual report i.e. 20 per cent; 14,260 being the 2019 annual report target.

Of the 36 grants that reported results on improved access to education, 16 showed strong evidence of increased access, while 20 showed partial evidence.[57] Ten grants (33 per cent) showed strong evidence of increased access to education for girls, while 20 (67 per cent) showed partial evidence. Grants that did not yet report results are in the process of collecting data. Since 2019, all grant applicants are required to include at least one outcome-level indicator on access in their proposals.

RESTORING ACCESS TO EDUCATION IN CRISES

Conflict, forced displacement, natural disasters and protracted crises often mean that providing access is also the greatest challenge to achieving SDG 4 and to ensuring that no child is left behind. ECW funding flowed to emerging educational needs within rapidly changing contexts, ensuring education systems did not stop operating. In 2019, 19 FER grants were disbursed in conflict-affected areas, most of which financed alternative approaches to classroom-based education. In Burkina Faso and Mali, where insecurity has closed over 2,500 schools, 3,000 children (52 per cent girls) accessed education in temporary learning spaces (TLS) that provided safe environments conducive to learning.[58] In Nigeria, more than 7,000 out-of-school children and youth from communities affected by armed insurgencies attended TLS, while nearly 2,000 children living in remote and hard-to-reach areas in the Central African Republic and Niger received radio lessons on literacy and numeracy. While the impact of non-traditional arrangements will have to be fully validated by learning assessments, ECW grantees succeeded in developing innovative approaches to reach crisis-affected children.

In Yemen, around 2 million children and youth are not in school, and the conflict and ongoing economic crisis have forced teachers to find other sources of income. The loss of regular salary payments to Yemen's teachers poses a major threat to the education of millions of students. To keep teachers at school, with ECW financing UNICEF provided cash incentives to 128,216 teachers (26 per cent women), including temporary teachers, as well as to school-based staff in 12,355 schools across 11 of Yemen's 22 governorates. Approximately two thirds of the teachers reported their job attendance improved as a result of the incentive payments. Financial incentives for teachers also contributed to ensuring access to education in ECW programmes in Afghanistan, Bangladesh, the Central African Republic, Chad, Mali, Mozambique, the State of Palestine, Somalia, and Uganda.

In Syria, where more than 2 million children and youth are out of school and many have not attended class for more than seven years, UNICEF delivered a multi-component programme – including back-to-learning campaigns targeting children and youth, parents, and communities – to reinforce the importance of education and encourage parents to re-enrol their children in schools. Accelerated learning, remedial education, intensive exam preparation, as well as support for formal education were also provided. Students received learning supplies and were supported with psychosocial services. Where classrooms were unsafe or over-crowded, ECW funding supported the construction of new classrooms and refurbished existing ones. The expansion of classrooms helped mitigate the overcrowding that schools in host communities faced as a result of integrating displaced children and youth. Teachers were also supported through training, stipends, and teaching materials. With ECW's support, 104,043 children and youth (45 per cent girls) were enrolled and supported in formal education (29,258 children, 49 per cent girls) and non-formal education (74,785 children, 44 per cent girls), significantly exceeding the 65,000 children initially targeted.

57 These measurements have been determined by the availability of data points from the grantee reports. Programmes providing strong evidence of increased access have two data points available on a standard indicator in the results framework, while programmes showing partial evidence of increased access show an improvement in access (e.g., large-scale rehabilitation of school infrastructure after a natural disaster) based on a single data point, without a well-established or measurable baseline.

58 Thousands of additional students will benefit in 2020 as more temporary learning spaces are constructed across the Sahel region.

In 2019, natural disasters triggered an additional 17.2 million new displacements, driving children and youth from schools that had been damaged by cyclones and flooding. Disasters often forced children to drop out of school to work or to help their parents with household chores. To restore the provision of education, ECW used the FER window to distribute more than $40 million globally in 2019. In Comoros, Mozambique, Malawi, and Zimbabwe, ECW funding rehabilitated learning spaces and provided learning materials to children following the devastation of cyclones Idai and Kenneth. In Mozambique, Food for the Hungry reported 90 per cent of cyclone-affected children and youth returned to school once learning spaces and materials were restored. Plan International reported a 96 per cent return rate in target communities, with 9,317 (49 per cent girls) out of 9,617 targeted children returned to school.

REFUGEE CHILDREN REGAIN ACCESS TO EDUCATION

As the global population of forcibly displaced people reached 70.8 million in 2019, the highest level since World War II, refugees and IDPs faced significant barriers to access education. While host countries took in large numbers of refugees, they were not always able to accommodate the increased demand for services. Venezuela's declining economy has caused the largest refugee crisis ever recorded in the Americas. To address the barriers faced by Venezuelan refugees, ECW provided $7.4 million in regional funding; and the regional response provided ECW with an opportunity to coordinate the response and share lessons learned across affected countries.

In Brazil, Colombia, Ecuador, and Peru many displaced Venezuelan children and youth faced barriers in accessing education at the right level because some lacked the necessary school records and exam certificates, lacked information about enrolment processes, or were unable to cover enrolment fees. In Brazil, where more than 200,000 Venezuelans have sought refuge, 9,564 refugee and migrant children and youth (49 per cent girls) received non-formal education in temporary learning spaces (out of a target of 3,500). In Ecuador, ECW assisted Venezuelan families with enrolment processes, which led to increased access to formal education, while financial incentives for families and children were distributed to remove barriers in accessing education. In Colombia, 1,303 (52 per cent girls) formerly out-of-school students accessed non-formal education that prepared students with the foundational skills they need to transition to formal education. Notably, 471 students who were accessing ECW-supported non-formal education transitioned into formal education at the beginning of the school year. Using improved data collection processes, UNICEF identified nearly 1,700 Venezuelan refugee out-of-school children (49 per cent girls). Across South America, ECW partners developed tools and mechanisms to track out-of-school children and youth, providing a pathway for 11,000 refugees (48 per cent girls) into non-formal education.

MULTI-YEAR INVESTMENTS DELIVER RESULTS IN PROTRACTED CRISES

In protracted crises, 10 multi-year investments[59] have been used to restore access to education in protracted crises. MYRPs have been the product of extensive consultation with both humanitarian and development stakeholders, and have been used to facilitate joint analysis, multi-year planning, and collaborative programming. ECW developed an innovative model for a MYRP in Uganda, building on a solid national refugee response plan.

With more than 1 million refugees, Uganda has the third largest refugee community in the world. Despite multiple challenges, a consortium led by Save the Children, working under the national emergency response plan, delivered a comprehensive package of services that included the distribution of scholastic materials to 150,941 children (48 per cent girls), the construction of more than 150 new classrooms,[60] the

59 Including disbursements made as "initial investments" in Chad, Ethiopia, Syria, and Yemen.
60 All constructed classrooms and water, sanitation, and hygiene (WASH) facilities are accessible to children with disabilities, and the WASH facilities are gender sensitive.

© UNICEF/DE WET

ECW funding rehabilitated learning spaces and provided learning materials to children following the devastation of cyclones Idai and Kenneth, such as here in Manga, Beira, Mozambique.

recruitment of 640 teachers, and the establishment of referral pathways alongside accelerated learning programmes. This multi-pronged approach helped improve the gross enrolment ratio for refugee children from 53 per cent in 2017 to 75 per cent by the end of 2019.

In Ethiopia, which hosts the second largest refugee population in Africa, ECW funding boosted access to education for refugee children and youth (mainly from South Sudan) in the regions of Benishangul-Gumuz and Gambela. ECW built a partnership with the government's Agency for Refugees and Returnees Affairs (ARRA), UNHCR, Plan International, and UNICEF, which delivered a range of interventions including infrastructure rehabilitation, professional development for teachers, distribution of teaching and learning material, support for the national the Education Management Information System (EMIS), and implementation of school improvement plans with inputs from parents and teachers. This led to an improvement of the gross enrolment ratio across the board (see Table E1.2, on the next page).

Table E1.2: Improvement of gross enrolment ratio in the Benishangul-Gumuz and Gambela regions of Ethiopia

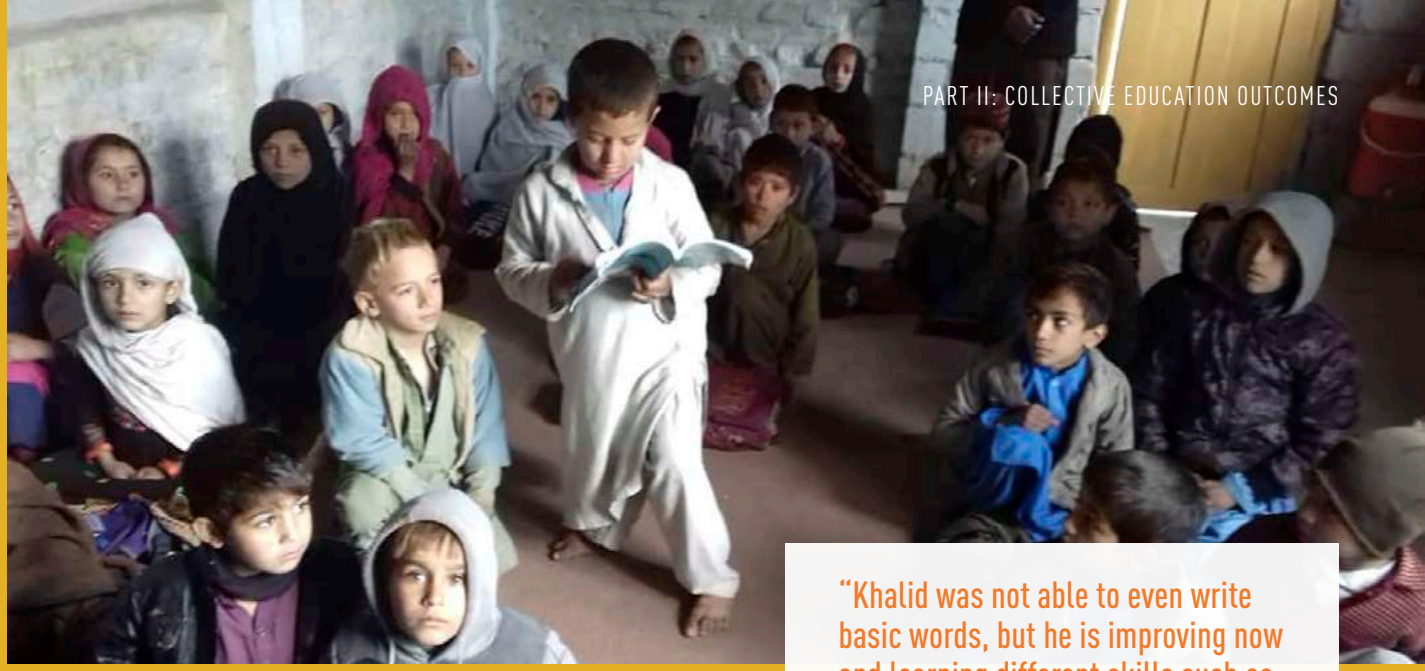
	BENISHANGUL-GUMUZ		GAMBELA	
	Baseline (2017)	Endline (2019)	Baseline (2017)	Endline (2019)
PRE-PRIMARY	95.7	103.9	33.8	42.0
PRIMARY	NA	NA	73.0	83.9
SECONDARY	9.9	14.7	13.1	17.8

ADDRESSING FINANCIAL CONSTRAINTS TO ACCESS EDUCATION

To support access, ECW's investments not only tackled barriers to the provision of education on the supply side but also focused on the socio-economic factors associated with dropouts. By designing interventions that also strengthened household earnings through income-generating activities, and by providing families and educators with cash assistance, grants supported both parents and teachers, leading to higher student retention rates.

In Chad, the Jesuit Refugee Service's intervention featured, among other components, the promotion of income-generating activities, which helped ease financial constraints and in turn helped to reduce the dropout rate from 23.7 per cent in 2017 to 17.9 per cent in 2019. In Nigeria, where insecurity and violence has forced more than 128 schools to close, leaving 10,300 children without access to education, UNICEF launched a pilot intervention that provides women and adolescent children with livelihood skills by teaching them how to sew school uniforms, leading to the enrolment of 220 children. In Cameroon, capitation grants were provided to schools to cover operational costs and reduce school tuition fees. By lowering the cost of education for families unable to pay school fees, the grants helped parents re-enrol more than 1,200 children – many of whom were displaced.

In line with findings on cash and voucher assistance (CVA) by the Global Education Cluster, ECW is committed to encouraging investments in CVA. CVA removes the economic barriers that prevent crisis-affected children from accessing education, increases enrolment and attendance, and reduces the number of dropouts. When multiple economic, protection, cultural, and education service-related barriers to education need to be addressed, CVA should be delivered in integration with interventions addressing other, non-economic barriers. However, ECW's use of CVA for EiEPC has been limited to date.



© Save the Children Afghanistan

> "Khalid was not able to even write basic words, but he is improving now and learning different skills such as drawing, writing and reading. He is an intelligent and enthusiastic student."
>
> —Ikramuddin, Khalid's teacher

HUMAN INTEREST STORY—AFGHANISTAN

Community-based education provides new hope to 8-year-old disabled Khalid

Displaced by conflict in Afghanistan, 8-year-old Khalid lost his farther at an early age and has a permanent disability in his foot.

Many children like Khalid are left behind. Schools are too far from home, their disability pushes them into the shadows, and basic education services – or specialized services if they are required – are simply not available or impossible to access due to the extreme poverty of their families.

"Khalid's father passed away about five years ago and left his mother with five children. I take care of his family, but due to the long distance between our home and the government school, Khalid could not attend a school regularly with his disabled foot and unhealthy body," said Khalid's uncle, Hayatullah. "It was also impossible for me to regularly take him to a school that is located around four kilometres away." With ECW funding, Save the Children and local partner WADAN are supporting Khalid and other children like him to access education through community-based education. Through the investment, WADAN implements community-based education (CBE) projects in Behsood, Jalalabad City, Surkhrod, Khogyani, and Rodat districts of Nangarhar Province. Recognizing the situation facing Khalid and other children in his community, WADAN established a community-based education classroom just 300 metres from his home.

With this new support, Khalid is thriving. "We were upset when we saw his friends go to school and he could not. It was disappointing and annoying. We are very happy to see him every day studying for four hours in the class and doing his homework when he returns home," said Khalid's mother, Nemat Bibi.

Khalid's 9-year-old sister, Hosna, attends a nearby, all-girls government school and studies in the third grade. "In the evening, Khalid and I study together at home and help each other in lessons." Hosna expressed how astonished she was by Khalid's rapid improvement and capabilities. "Khalid is so smart and motivated."

This story was originally produced by Save the Children Afghanistan and was edited by ECW for this report. Names have been changed in accordance with child safeguarding policies.

COLLECTIVE OUTCOME 2

EQUITY AND GENDER

HIGHLIGHTS:

In terms of children and youth reached, **MYRPs have achieved gender parity,** with girls representing 50 per cent of beneficiaries. In Afghanistan, girls represent 57 per cent of beneficiaries; and girls made up 48 per cent of all beneficiaries reached in 2019 by ECW grantees across all funding windows.

—

About 45 per cent of ECW beneficiaries are forcibly displaced children – 30 per cent refugees and 15 per cent internally displaced. The remaining 55 per cent are children living in host communities or other crisis-affected children.

—

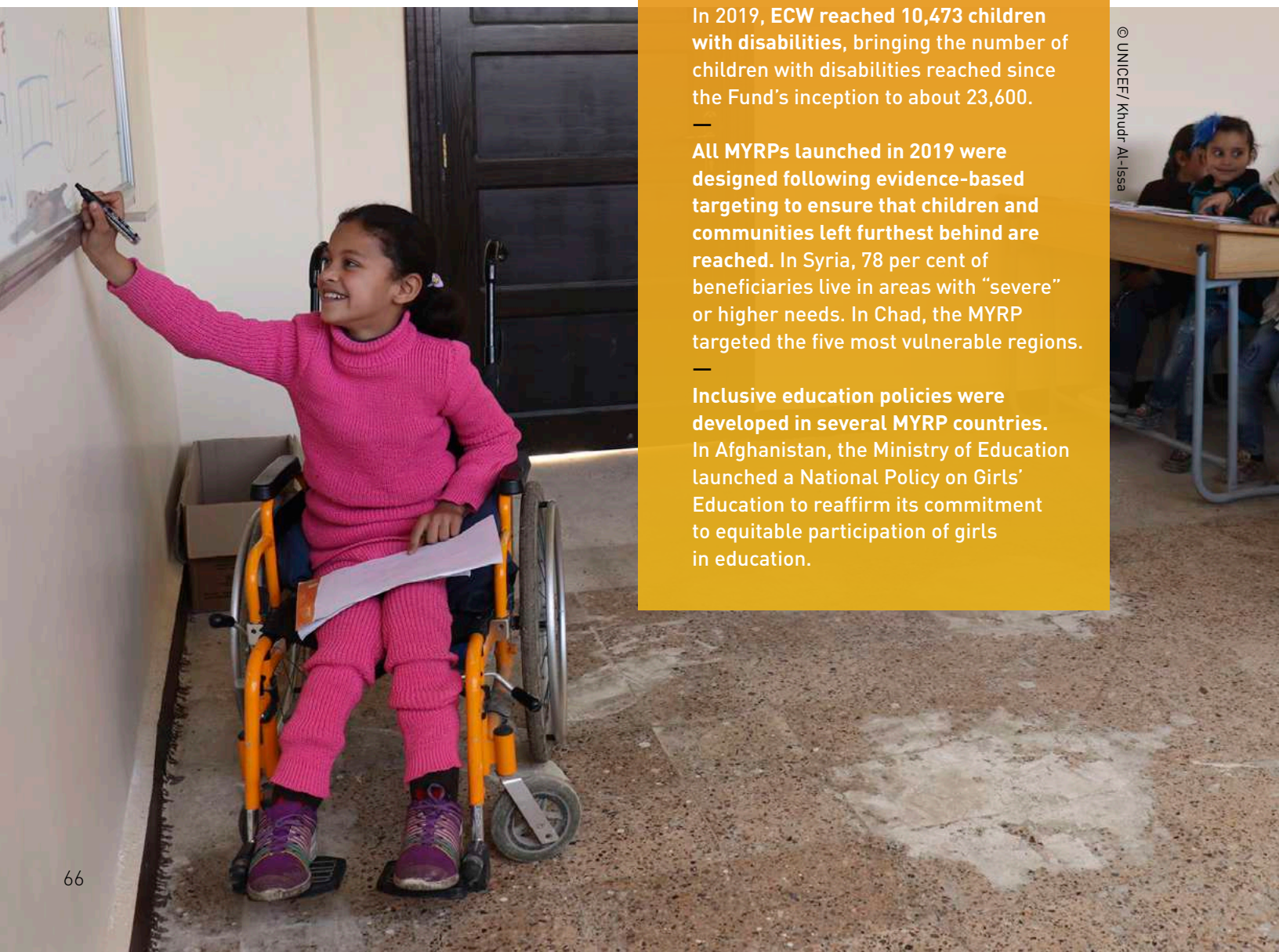
In 2019, **ECW reached 10,473 children with disabilities,** bringing the number of children with disabilities reached since the Fund's inception to about 23,600.

—

All MYRPs launched in 2019 were designed following evidence-based targeting to ensure that children and communities left furthest behind are reached. In Syria, 78 per cent of beneficiaries live in areas with "severe" or higher needs. In Chad, the MYRP targeted the five most vulnerable regions.

—

Inclusive education policies were developed in several MYRP countries. In Afghanistan, the Ministry of Education launched a National Policy on Girls' Education to reaffirm its commitment to equitable participation of girls in education.



© UNICEF/ Khudr Al-Issa

Table E2.1: Indicators for CO2 – Equity and Gender

INDICATOR	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Gender parity index for primary/ lower secondary completion rates in countries in protracted crises targeted by ECW	N/A	N/A	Primary: 0.906 Lower secondary: 0.864	N/A[61]
Percentage and number of girls out of total children and youth reached by ECW	47.5% 0.3 million	49% 0.4 million	46.5% 1.4 million	48%[62] 1.2 million (2019)
Percentage of children and youth identified as having a disability and reached with ECW support, out of all children and youth reached	0.9%	0.5% (14,200 children and youth)	0.7%	0.2% (10,473 children and youth)
Percentage of females among teachers/administrators trained	61.8%	44%	46.6%	44%[63]

© UNICEF/Hinds

Of the 30 grants (48 per cent) reporting results on improved gender parity regarding access to education for girls, 10 (33 per cent) showed strong evidence of increased access to education for girls, while 20 (67 per cent) showed partial evidence.

61 For none of the countries with active MYRP grants in 2019 national data on gender parity for completion rates for any education level are available in the UIS database.
62 Excluding Yemen. Percentages for 2017 and 2018 also exclude Yemen.
63 If Yemen is included in the count, this figure drops to 27 per cent given the pre-existing gender gap that shapes the demographics of teacher recruitment in Yemen.

USING DATA AND EVIDENCE TO REACH THE MOST VULNERABLE

SDG 4 can only be achieved if the most vulnerable children and youth are specifically targeted with programmatic solutions. Conflict and crisis intensify barriers to education for girls, displaced populations, and/or children with disabilities, many of whom already face challenges in accessing education. Failing to address patterns of exclusion will leave a legacy of suffering, social injustice, and intergenerational poverty, especially during protracted crises where children may be exposed to additional risks such as early marriage and recruitment into armed groups. In order to achieve the greatest impact in education provision in crisis-affected areas, ECW grants are typically directed to groups and/or regions where evidence shows that children and youth are particularly vulnerable. For example, 78 per cent of beneficiaries in Syria targeted by a UNICEF grant lived in areas classified as having "severe," "critical," or "catastrophic" problems according to indicators outlined in Table E2.3, on the next page. In Chad, the targeting strategy was based on the Project to Strengthen Education "PREAT" – which is GPE's support to the Transitional Education Plan – with geographical areas prioritized according to three criteria: Poverty (20 per cent), Access (40 per cent), and Quality (40 per cent).

MYRP funding mechanisms drew on experiences from earlier ECW-supported programmes to develop evidence-based criteria for targeting the most vulnerable populations. In Ethiopia, an assessment of 159 districts requiring urgent humanitarian assistance led to the prioritization of 44 districts to receive MYRP seed funding, due to high numbers of forcibly displaced children in need of education.

Table E2.2: Regions and districts (woredas) targeted by MYRP seed funding in Ethiopia

REGIONS	# OF WOREDAS IN NEED	# OF SCHOOL-AGE CHILDREN IN NEED	# OF WOREDAS TARGETED	# OF SCHOOL-AGE CHILDREN TARGETED
Afar	19	100,455	6	71,954
Amhara	18	239,224	6	71,454
Benshangul-Gumuz	7	24,213	3	17,534
Oromiya	42	467,581	11	237,199
SNNPR	4	39,014	1	12,471
Somali	65	677,422	15	335,114
Tigray	4	3,445	2	271
Grand Total	**159**	**1,548,254**	**44**	**745,997**

Table E2.3: Humanitarian needs scale, used in Syria (2017–2019)

	NO NEED OF HUMANITARIAN ASSISTANCE		NEED OF HUMANITARIAN ASSISTANCE		ACUTE AND IMMEDIATE NEED OF HUMANITARIAN ASSISTANCE		
	0	**1**	**2**	**3**	**4**	**5**	**6**
Classification	No problem	Minor problem	Moderate problem	Major problem	Severe problem	Critical problem	Catas-trophic problem
1. ACCESS TO EDUCTION							
1.1 **Enrolment** Per cent of school-age boys and girls (5–17) who have access to formal and non-formal education opportunities	100%–90%	89–85%	84%–75%	74%–65%	64%–55%	54–45%	<44%
1.2. **Availability of learning facilities** Per cent of learning spaces that are functional	100%–90%	89–85%	84%–75%	74%–65%	64%–55%	54–45%	<44%
1.3 **Availability of teaching and learning materials** Per cent of school-age children (5–17) who receive BTL materials	100%–90%	89–85%	84%–75%	74%–65%	64%–55%	54–45%	<44%
2. PROVISION OF QUALITY EDUCATION							
2.1 **Availability of teachers** Pupil-teacher ratio (PTR)	<25	26–30	31–35	36–40	41–45	46–50	>51
2.2 **Per cent of teachers receiving salary incentives**	100%–90%	89–85%	84%–75%	74%–65%	64%–55%	54–45%	<44%
3. EDUCATION SYSTEM							
3.1 **Per cent of education personnel receiving professional development**	100%–90%	89–85%	84%–75%	74%–65%	64%–55%	54–45%	<44%

EQUITABLE INCLUSION OF GIRLS IN EDUCATION

Inclusive and quality education will only be achieved by bridging the gender divide and ending discrimination against girls and women. In contributing to the realization of SDG 4, ECW investments acknowledge the importance of working towards achieving SDG 5 on gender equality and the empowerment of women and girls. ECW has established a Strategy for Advancing Gender Equality in and through Education, which seeks to ensure that the specific needs, priorities, and experiences of girls and boys (and men and women) are considered systematically throughout ECW's work, so that boys and girls benefit equally, and inequality is not perpetuated. This strategy includes criteria for how each of ECW's funding mechanisms will ensure and promote gender equality and girls' and women's empowerment, and clarifies how the proposals and performance of existing and potential grantees and partners will be judged against these standards.

ECW supported gender-responsive programmes for reducing barriers to equity and gender equality in education at multiple levels. The provision of gender-sensitive infrastructure and learning spaces and the recruitment and training of female teachers contributed to increased girls' participation in education. More comprehensive approaches, such as the sensitization of parent-teacher associations on gender equality and the provision of menstrual hygiene management (MHM) awareness-raising programmes in schools, were used to transform social and cultural barriers to girls' education. In total, 43 per cent of the approximate 44,000 teachers trained by ECW grantees were female, and about 6,600 were trained on gender-sensitive pedagogy, gender-related topics, and inclusion.

In 2019, MYRPs achieved gender parity, reaching about 251,000 girls out of 504,300 children. Across all its funding windows, ECW reached approximately 1.23 million girls, equivalent to 48 per cent of the total. The gender parity shortfall is the consequence of large, pre-existing gender gaps, which previous grants, designed to rapidly restore conditions for the provision of education, were only partially capable of tackling.

A MYRP implemented by a consortium of UN agencies and NGOs in Afghanistan stands out as an example of effectiveness in delivering results in gender equity and equality and follows a community-based education (CBE) approach. CBE is an example of an approach that bridges the humanitarian–development nexus. CBE works to break down barriers to girls' education in remote, rural, and insecure areas by bringing education facilities closer to children and youth, ensuring the safety of female teachers and students, and involving communities in support of education. The role of local structures, such as the shuras, proved fundamental to mobilize communities, build trust, and help create a sense of collective responsibility towards education for girls and gender equality.

© ECW/Desgroseilliers

Refugee children play at a non-formal learning center supported by ECW on the island of Lesvos, Greece.

In Afghanistan, the establishment of 3,621 community-based learning spaces allowed approximately 122,000 children to attend pre-primary and primary education, out of which 70,606 (58 per cent) were girls. Some 3,621 teachers (96 per cent of the target) were deployed, of which 46 per cent were female. The percentage of female teachers seems to be linked to the number of girls attending classes. Data from the Uruzgan province, for example, shows there is only one female teacher working in an accelerated learning centre (compared to 36 male teachers), and that no female students are enrolled. In Herat province, where 97 per cent of teachers are women, 83 per cent of the students in accelerated learning centres are girls. Community-based education served 1,304 (1.1 per cent of total) children with disabilities, 4,327 children who were either returnees or refugees, 35,638 internally displaced children, and 82,112 children from host communities.

ECW grantees provided gender-responsive programming and improved water, sanitation, and hygiene (WASH) facilities, which made schools more inclusive for adolescent girls. The persistence of harmful social norms involving menstruation among students, teachers, and parents compounds other challenges faced by girls, contributing to increased dropout rates. To advance the rights of girls to accessible, equitable, and inclusive education, several programmes improved MHM skills and knowledge among communities. MHM activities are formulated on context-based gender analyses, and are designed to reflect the opinions of girls, boys, women, and men. In Uganda, 28,400 girls have received MHM kits, training, and education, enabling them to remain at school when they are menstruating. In Burkina Faso, UNICEF organized MHM activities that benefitted 4,344 students (2,293 girls and 2,051 boys), providing MHM kits[64] and promoting awareness during community dialogues, thus helping to reduce stigma surrounding menstruation and social barriers faced by girls.

DISABILITY IN UGANDA

The ECW programme in Uganda spearheaded a new approach to inclusive education. Moving away from dated approaches that isolate children with disabilities in separated learning environments – which removes children and youth from their parents, community, and support structures – ECW grantees showed that children with special needs can access education within an inclusive schooling environment. Humanity and Inclusion conducted functional disability screenings and barrier assessments in schools to identify children with disabilities and created a database from which baseline data can be accessed and used for planning and reporting. Featuring data from 40 schools, the database provides a solid source of evidence that can be used by other partners to estimate the prevalence of various disabilities and to design interventions accordingly.

A total of 3,704 children were assessed using the Washington Group tool and a total of 1,219 children have received assistive devices enabling them to access the classroom and learn with their peers. Many children that did not receive assistive devices received alternative means of support, such as referrals to specialized services within schools. Humanity and Inclusion provided training on inclusive education and disability mainstreaming to governmental and non-governmental partners in target areas, which contributed to strengthening local capacity and technical expertise on inclusive education of children with disabilities. It also strategically involved local authorities in all activities, ensuring the active involvement of national counterparts.

64 Each school received 10 kits for every 150 girls who came to school without the adequate sanitary materials to manage their menstrual period. Each kit includes: one pair of underwear, four reusable sanitary pads, three reusable sanitary pad holders, one plastic bag (to transport used sanitary pad), one bar of soap, one menstrual cycle calendar, the instructions of use, and a cloth bag to carry all the contents.

Table E2.4: A breakdown of forcibly displaced children reached by education level and by funding window of grants active in 2019[65]

	REFUGEES	IDPs	CHILDREN WITH DISABILITIES
INITIAL INVESTMENTS			
Early Childhood Education	7,754	-	-
Primary	249,938	97,411	-
Secondary	11,542	-	-
Total Initial Investments	269,234 (206,759 targeted)	97,411 (76,760 targeted)	- (targeted is N/A)
MYRP			
Early Childhood Education	19,463	4,713	95
Primary	125,775	50,070	5,115
Secondary	835	63	-
Total MYRP window	146,073 (295,694 targeted)	54,846 (47,980 targeted)	5,210 (targeted is N/A)
FER			
Early Childhood Education	527	5,406	173
Primary	17,618	121,516	3,343
Secondary	1,531	6,496	1,054
Total FER window	19,676 (39,510 targeted)	133,418 (226,616 targeted)	4,570 (targeted is N/A)

65 Part of the disparity between targets and headcounts can be explained by the fact that several programs were still ongoing at the end of 2019.

©AVSI Foundation

"I couldn't hear anything the teachers said during lessons. I used to be picked by teachers and brought to the front of the classroom because I did not hear well."

– Sunday Harriet

HUMAN INTEREST STORY—UGANDA

Sunday can now hear what her teachers are saying

As an infant, Sunday Harriet suffered a serious infection in both her ears. Now 11 years old and in primary school, Sunday's learning ability is impaired because she is hard of hearing. A resident of the Palake refugee camp in northern Uganda, Sunday's challenges are complex. Because she has a disability and because she was forced to flee her home, her chances of receiving quality education are limited. However, ECW funds programming for refugees in Uganda through the AVSI Foundation as grantee to address the needs of persons with disabilities. In this instance, AVSI supported Sunday as she gained access to a range of services, making her education feasible. First, the foundation used a contact disability assessment tool, used to detect children and youth with impairments, to screen Sunday. Having clearly qualified for assistance, she was then referred for further clinical assessment from an ear, nose, and throat specialist in Gulu, in northern Uganda, who recommended she be fitted with hearing aids. The assistance has been life changing. Having eventually received her digital hearing aids from Kampala Audiology and Speech Centre, she can now properly engage in classroom exercises and listen clearly to what her teachers are saying. "Now I hear very well and understand the teacher's explanations. My favourite subjects are English and mathematics. I want to become a lawyer so I can help people," she said.

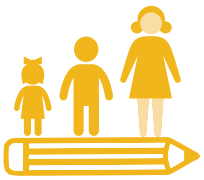
This story was originally produced by the AVSI Foundation in Uganda and was edited by ECW for this report.

ENSURING REFUGEE AND IDP CHILDREN ARE NOT LEFT BEHIND

In 2019, ECW advocated strongly for education to be placed at the centre of the global response to forced displacements caused by armed conflict and natural disaster. As the international community enters the Decade of Action, about half of the world's 25.9 million refugees are children and young people under the age of 18. While the number of refugee children enrolled in primary education is 63 per cent, large gaps remain in secondary education, with just 24 per cent of secondary school-aged refugees in school. Just 3 per cent of tertiary-aged refugees are in higher education. At the 2019 Global Refugee Forum, ECW made a commitment to facilitate and invest in multi-year programmes for refugee and host-community children, providing them with access to quality education, particularly for secondary school.

In 2019, FER grants in general reached more IDPs than refugees, while the opposite was true of MYRPs. This result corresponds with the prescribed functions of the funding windows: FERs are deployed in the aftermath of a crisis, where a larger proportion of IDP beneficiaries is more likely; while MYRPs are designed to operate in complex emergencies, typically characterized by a heavier presence of refugees. MYRP support is currently focused on children in primary school, which is justified by the need to ensure access to education in the early grades, when children acquire foundational skills and competences. To closely monitor the number of forcibly displaced children of secondary-school age enrolled in ECW-supported communities, an indicator on secondary school enrolment has been inserted into the latest iteration of the ECW results framework.

In crisis situations, promoting inclusivity and equity for children and youth with disabilities remains essential despite the challenges. ECW supports measures that address the needs of children and youth with disabilities. ECW grants active in 2019 provided services to 10,529 children and youth with disabilities (45 per cent girls). Support for disabled students included training about 6,500 teachers on inclusion and gender-sensitive pedagogy, the promotion of inclusive education and referral mechanisms, accessible schools and WASH infrastructure, as well as community engagement around inclusion.



COLLECTIVE OUTCOME 3

GREATER CONTINUITY

HIGHLIGHTS:

In 2019, **ECW reached more than 108,000 children globally** with early childhood education services (50 per cent girls).

—

In Ethiopia, 12,318 forcibly displaced children (50 per cent girls) **completed an accelerated school readiness programme** and successfully transitioned to formal education; while in Syria, 9,203 children (51 per cent girls) who successfully completed non-formal programmes were referred to the formal system.

—

To reduce school dropouts across levels and cycles, **ECW supported the organization of exams for about 1.8 million children in Yemen** (45 per cent girls) against a target of 1.2 million.

—

The provision of Accelerated Education Programmes in 2018–2019 came at a yearly **cost per child between $70 and $305**, signalling a large variation in costs depending on the humanitarian context.

© UNICEF/Naftalin

Table E3.1: Indicators for CO3 – Greater Continuity

INDICATOR	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Completion rates in countries in protracted crises targeted by ECW	N/A	N/A	64.8% (primary) 41.9% (lower secondary)	N/A[66]
Percentage of ECW-supported programmes with increased survival, transition, or completion of crisis-affected children and youth	N/A	N/A	60%	100% 7 grantees reported strong evidence[67]
Number of children aged 3–8 years reached with early childhood education services	29,892	78,425 [50% girls]	310,000	108,330 [52% girls] in 2019
Number of ECW-supported countries that have adopted accreditation frameworks for accelerated/non-formal education programmes for crisis-affected children	2	2	3	2 in 2019

Of the 26 grantees (42 per cent) reporting results on increased survival, transition, or completion of education, seven (27 per cent) showed strong evidence of continuity of education, and 19 (73 per cent) showed partial evidence.[68] The remaining programmes are still in the process of collecting data at the outcome level.

Restoring access during a child's educational journey does not guarantee the completion of their education cycle. Children and youth affected by crisis may drop out of school as they get older. Boys seek opportunities in the job market and girls feel social pressure to get married. Many of the same barriers affect both access and retention, but some factors – such as lack of safe secondary schools in remote or conflict-affected areas – also hinder transition.

STARTING STRONG: THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION FOR SCHOOL READINESS

The provision of high-quality early childhood education has been shown to improve not only school readiness and learning but also retention. Following this rationale – and in connection with a strengthened partnership with the LEGO Foundation – in 2019, ECW set an ambitious objective to allocate at least 10 per cent of the fund's resources to early childhood education.

66 For none of the countries with active MYRP grants in 2019, national data on completion rates for any education level are available in the UIS database.
67 Across all active grants in 2019. Out of 13 MYRP grantees, one reported strong evidence (with two data points).
68 These measurements have been determined by the availability of data points from the grantee's reports. Programmes providing strong evidence of increase have two data points available on a standard indicator in the results framework, while programmes showing partial evidence of increased continuity show an improvement in survival, transition, or completion based on a single data point, without a well-established or measurable baseline.

Several ECW investments focused on school readiness in 2019. In Ethiopia, UNICEF worked in partnership with the country's Agency for Refugees and Returnees Affairs (ARRA), UNHCR, and Plan International to support 7,754 refugee children (51 per cent girls) and 4,564 children in host communities (50 per cent girls) to access school readiness programmes. The programme lasts two months and targets children aged 6–7 who did not attend preschool in preparation for grade 1. All 12,318 children (50 per cent girls) who completed the accelerated programme transitioned to formal education in grade 1. Other grantees, such as UNICEF in Bangladesh and Save the Children in Nigeria, supported the establishment of early childhood care and development (ECCD) centres. ECCD centres typically possess play and learning materials that promote cognitive, physical, language, and socio-emotional development as well as communication skills. Local teachers and caregivers are trained in ECCD to facilitate enhanced development of children's knowledge, skills, and attitudes towards reading and writing during their formative early years.

NON-FORMAL EDUCATION: A SECOND CHANCE FOR CHILDREN TO CATCH UP

Continuity of education for crisis-affected children and youth can be achieved using non-formal pathways. Accelerated education programmes (AEPs) provide learners with an equivalent, often certified, level of educational achievement within a compressed curriculum using methods that match a child's level of knowledge, skills, and competencies. AEPs are conducted within a shortened time span, compared to formal education, and give over-age, out-of-school children a chance to catch up to their peers. By taking part in AEP, learners can be reintegrated into formal education classes, suitable for their ages, or transfer to the next educational level, usually secondary school. For example, in June 2019 an AEP that compresses primary education into three years instead of six was launched in Afghanistan under an ECW-facilitated MYRP. In Bangladesh, approximately 7,000 children (49 per cent girls) took part in accelerated education tailored to the Myanmar curriculum. In the Central African Republic, the Norwegian Refugee Council (NRC) delivered an eight-month accelerated learning programme to 720 conflict-affected children (45 per cent girls), and 85 per cent of children who completed the programme were able to re-enter the formal system after receiving the required certification. The NRC and the Ministry of Education also signed a partnership agreement to promote quality education, ensure supervision, and promote re-integration in the areas targeted by the MYRP. In the CAR, UNICEF also supported 14,919 children (43 per cent girls) to take the end-of-year exams, out of which 82 per cent passed. In Niger, nearly 1,000 out-of-school learners enrolled in Alternative Education Centres, which prepared them to re-join the formal education system or access professional or technical training centres. In Uganda, the Accelerated Education Programme features a condensed curriculum approved by the Ministry of Education and developed by the National Curriculum Development Centre. The revision of the curriculum, teacher training, and roll-out of the curriculum were all funded through ECW through a partnership between Save the Children and the NRC. Children in the Accelerated Education Programme take the same Primary Leavers' Examination as children attending formal primary school.

In Syria, 9,203 children (51 per cent girls) who successfully completed non-formal education programmes were referred to the formal system to continue their education. Transition to formal education was facilitated through continued support to students. For example, several basic literacy and numeracy classes in Idlib, in northwest Syria, were interrupted when students were close to achieving the level needed to re-enter grades 5 and 6 in formal education. As a solution, in consultation with grade 5 and grade 6 teachers, the students were first enrolled in tailor-made classes to support transition before re-entering the formal system.

In Somalia, another non-formal education model, Alternative Basic Education (ABE), was adopted as a strategy to support vulnerable children and youth. ABE offers flexible schooling time, which allows

some children to attend school in the morning and others in the afternoon. Emphasis was placed on educating girls who have never been to school or who dropped out. ABE is particularly useful in pastoral communities with a high prevalence of child labour. In these communities, girls and boys require educational solutions with flexible learning hours to allow them to perform their domestic duties while also learning. The Somaliland Government's Education Sector Strategic Plan leveraged ABE to enrol out-of-school children in formal education. In 2019 the Adventist Development and Relief Agency mobilized 1,425 learners to begin ABE classes in the Galmudug and Jubbaland regions. Mobilization of learners in the other regions commenced in early 2020.

SUPPORT FOR EXAMS REDUCES DROPOUT RATES

In Yemen, rapidly deteriorating socio-economic conditions urged the Ministry of Education to request that funding for exam facilitation be continued for grade 9 and grade 12 end-of-cycle exams through the 2018/19 school year. With ECW funding, UNICEF supported the organization of exams for about 1.8 million children in Yemen (45 per cent girls), against a target of 1.2 million. Through UNICEF, ECW support covered about 14 per cent of the

ACCELERATED EDUCATION IS GOOD VALUE FOR MONEY

Since 2017, eight organizations have delivered AEP using 12 ECW grants in five countries. In 2019, ECW conducted a Value for Money (VfM) analysis for AEPs and found that the cost of delivering accelerated education in emergencies is influenced by a range of context-specific variables, including the extent of needed rehabilitation of learning spaces, teacher salaries, curriculum design, textbook printing, and provision of learning supplies. The VfM analysis focused on four AEPs delivered by four FER grants in Uganda (one by NRC, one by War Child) and in the Central African Republic (one by Plan International and one by NRC). Main features of each AEP are described below in Table E3.2.

TABLE E3.2

	NRC Uganda	Plan International CAR	NRC CAR	War Child Uganda
# of children enrolled	2,046	550	675	1,578
Student-to-teacher ratio	16:1	69:1	38:1	24:1
Cost per child (year)	$175	$70	$305	$124

total costs for year-end exams in 2016/17 and 2017/18, for an approximate 1.26 million children. ECW funding also covered about 10 per cent of the total exam costs for the 2018/19 school year, allowing 535,000 children (46 per cent girls) to obtain a certificate and improve the chances of progressing onto the subsequent grade or educational level.

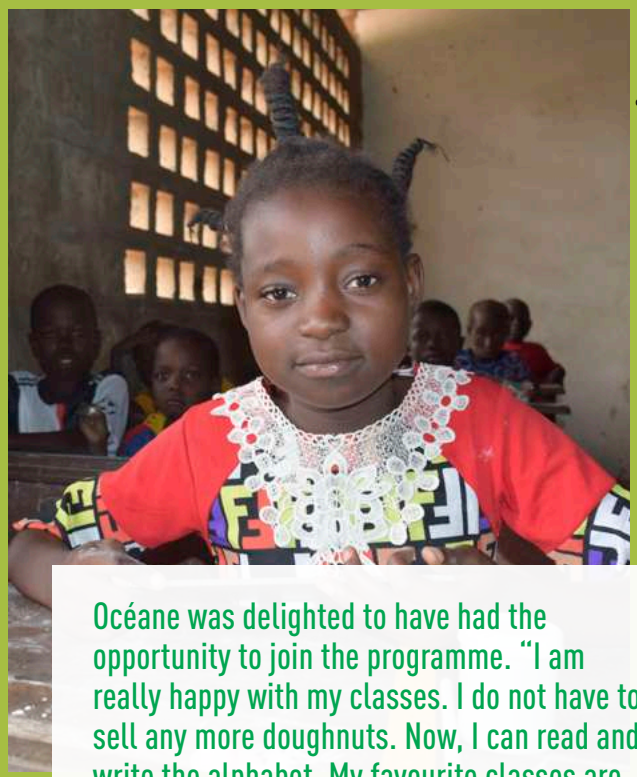
© UNICEF/Alghabri

MAIN FINDINGS OF THE VfM ANALYSIS ARE:

- The investment needed for a child to complete AEP ranged from $70 and $305 per year. Investment depends heavily on circumstances in the field, and thus average costs cannot be compared directly across grantees or countries. For example, if a programme needs to set up infrastructure for delivery of the AEP, costs per capita will be high.
- Enrolling a greater number of children and youth reduces the average cost per child, as resources are spread across more students, but this may not necessarily signal cost effectiveness. Rather, there appears to be a trade-off between access and quality. Higher student-to-teacher ratios seem to be associated with lower costs of delivery. Delivering accelerated education at high student-to-teacher ratios may lower costs – in turn increasing availability and take-up of AEP – but an excessively high student-to-teacher ratio may negatively affect the quality of education.
- NRC's programme in the Central African Republic had the highest cost per child mainly because of its substantial expenditure on infrastructure. By contrast, Plan International's programme in the Central African Republic did not invest in infrastructure and had the highest student-to-teacher ratio, resulting in the lowest cost per child. In Uganda, NRC invested in curriculum development, assisting students with examinations and reintegration of separated children back into their communities, and the associated costs likely drove up the cost per child.
- While estimates of the yearly average costs connected with the provision of formal education in emergencies vary significantly across countries, the Overseas Development Institute estimated in 2016 that this cost is approximately $156 per child per year, which is comparable to three out of four cases in the VfM analysis. This preliminary evidence shows that investments per capita connected with accelerated education may not necessarily be much higher than those required for formal education, especially when taking into account economies of scale.

HUMAN INTEREST STORY—CAR

An Accelerated Learning Programme provides a pathway to formal schooling for 10-year-old Océane



© Chanel Igara/NRC

Océane was delighted to have had the opportunity to join the programme. "I am really happy with my classes. I do not have to sell any more doughnuts. Now, I can read and write the alphabet. My favourite classes are French and math."

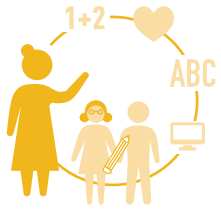
Océane, 10, never got the chance to start school. She was only 3 years old when violence broke out in her country, the Central African Republic, displacing more than 1 million people. Since 2014, she has lived in a displacement camp outside the UN's peacekeeping headquarters in the central-northern city of Kaga-Bandoro. Océane, her parents, and six siblings live alongside 12,400 people in the camp, too afraid to return to their homes. Though Océane's family tried their best to rebuild their lives, they couldn't afford to pay the money for her to start school.

"My father could never afford to pay for my schooling, so I spent all my time at home, helping my mother with chores," says Océane. She gave up her dreams of being able to read and write and instead spent her days helping her mother sell doughnuts, cook, and clean. Then in 2019 the Norwegian Refugee Council (NRC), an ECW grantee, launched an Accelerated Learning Programme in Kaga-Bandoro. The nine-month programme offered 420 children affected by conflict the opportunity to attend school. Océane and her classmates were able to catch up on all the learning they had missed. They learned the basics of reading and writing and took an evaluative exam at the end of the programme. When students passed this exam, they were able to enrol in the local primary school.

Every day, Océane gets up at 6 a.m. and walks 30 minutes to get to her classes. In the afternoon, she does her homework and reads. Like most families in their situation, Océane's family was not able to afford the books, pencils, and other tools she needed for her classes. As part of the Accelerated Learning Programme, Océane and her fellow students received school kits containing notebooks, pencils, slates, and school bags. "I like going to school," she says. "And I am grateful to have received this school kit, because now I have everything I need to learn new things every day."

Océane is full of hope and dreams that one day she will become a nurse. "I want to study to the highest level and earn a degree in medicine. Then I could take care of the children in Kaga-Bandoro." Océane's hard work is now paying off. After completing the programme, she passed the exam and is undertaking formal schooling at the local primary school. "Every child should have the possibility to go to school and forget the war they have lived through," she concludes.

This story was originally produced by NRC in CAR and it was edited by ECW for this report.



COLLECTIVE OUTCOME 4

IMPROVED LEARNING AND SKILLS

HIGHLIGHTS:

Both FER and MYRP investments are increasingly showing **positive improvements** in academic learning outcomes, particularly across non-formal education programmes.

—

ECW actively promotes a 'whole-of-child' approach in which learning spaces receive support that address a wide variety of learning, teaching, organization, and safety needs. The approach is necessary as conflict-affected children and youth often do not possess the previous schooling experience and/or mental readiness for learning in emergency settings.

—

Teachers play a pivotal role in creating a positive learning environment and facilitating learning. ECW grantees have trained more than 41,000 teachers and education personnel (46 per cent women) since 2017 in subjects such as gender-responsive pedagogy and assessment, subject knowledge and planning, emergency preparedness, health and hygiene, inclusive education practices, as well as psychosocial support and ECCD.

—

In 2019, more than 1.8 million children and youth (48 per cent girls) received learning materials, more than doubling the support from previous years. Materials included textbooks, notebooks, stationery, and school bags.

© UNICEF/Modola

Table E4.1: Indicators for CO4 – Improved Learning

INDICATOR	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Percentage of countries in protracted crises targeted by ECW with increasing learning outcomes	N/A	N/A	N/A	N/A[69]
Percentage of ECW-supported programmes with increased learning outcomes for crisis-affected children and youth	N/A	N/A	N/A	100% 4 grantees reported strong evidence[70]
Number of classrooms supported with materials to enhance the learning environment	9,424	9,424	11,408[71]	19,097
Number of children aged 3–18 reached with individual learning materials	319,445	726,610	2,232,000	1,811,383 (48% girls) in 2019
Number of teachers/ administrators trained	4,708 (61% women)	20,047 (44% women)	31,000	29,272 (44% women)

69 For none of the countries with active MYRP grants in 2019, national data on changes in learning outcomes are available from the databases from the UIS, UNICEF or the World Bank. As part of the World Bank's Human Capital Index, harmonized data on learning outcomes for 2017 as the latest year are available for a few MYRP countries – however in most cases, the underlying assessments are from earlier years and crisis-affected children and youth such as refugees, IDPs and those from harder-to-reach areas were excluded from those assessments.For more details, see Patrinos and Angrist (2018), "Global dataset on education quality: A review and update (2000-2017)", World Bank Policy Research Working Paper 8592, https://documents.worldbank.org/en/publication/documents-reports/documentdetail/390321538076747773/global-dataset-on-education-quality-a-review-and-update-2000-2017

70 Across all active grants in 2019, one out of 13 MYRP grantees reported strong evidence (with two data points).

71 The ECW 2018 Annual Report included the following related indicator: "number of classrooms (including temporary classrooms) supported with infrastructures or classroom materials." The 2018 annual results report presented 80 per cent (11,078) of the value being classroom material. Same division is applied to set the target for this 2019 annual results report; i.e. 80 per cent, 14,260 being the 2019 annual results target.

IMPROVING LEARNING OUTCOMES IS FUNDAMENTAL TO ECW'S MISSION

Improving learning outcomes, skills, and the well-being of children and youth are the ultimate objectives within the ECW results framework. Other beneficiary outcomes on access, equity, gender, continuity, and safety all contribute to the improvement of learning outcomes and the well-being of crisis-affected children and youth. Aspects of teachers and teaching, learning materials and curricula, leadership, and community engagement are covered in this chapter. Since 2019, ECW has increasingly emphasized the provision of holistic education packages ('whole-of-child' approaches) as a means to support children's healthy growth and development in the learning environment and in their everyday lives. Drawing on this approach, ECW has provided a variety of holistic interventions that address the multifaceted learning, safety/
protection, organization, and teaching challenges when delivering quality education.

This holistic approach requires educators to better understand the starting position of each learner who joins a supported learning centre or school, and to adapt education services according to the diverse needs of these learners. The starting position depends on each learner's previous education experiences and their level of skill as well as their health status, psychosocial well-being, and if the child lived in a safe and non-discriminatory environment or not. With this baseline understanding of each child, learning centres receive a wider spectrum of support, ECW-funded or otherwise, that should in general respond to aspects of:

- **Safety, health, and protection:** including safe access routes to and from school, school resilience/disaster risk reduction preparedness, WASH infrastructure, emotional safety at school (bullying, gender-based violence, misconduct, sexual and physical abuse), as well as the readiness to learn (nutrition and school feeding).
- **Teachers and pedagogy:** including teaching capacity, well-being, and remuneration for all school personnel; instructional time and opportunity to learn; provision of teaching and learning materials for classrooms and students; instructional language challenges; gender-responsive pedagogic and didactical approaches; as well as curriculum and lesson planning, assessment, and reporting.
- **School leadership, organization, and community engagement:** including inclusion and protection policies, school leadership and management, inspection, child/parent and community engagement, as well as learning from home and in the community.

This holistic approach to learning has been applied to the MYRPs approved in 2019 in Chad, Ethiopia, South Sudan, and Syria. Although approaches differed for each MYRP based on contextual needs, selected schools or learning centres benefited from more comprehensive support. As an additional novel approach, these MYRPs included a strategy for scaling up proven intervention packages to other communities. For example, in South Sudan the MYRP response includes a variety of supports including teaching capacity and well-being, increase in learning time, school leadership and management, inspection and oversight, learning outcome measurement/data, infrastructure, school transport, community engagement, structured MHPSS support and capacity development, and WASH. All this is needed to promote access, continuity, equity, and quality of education.

This approach also had an impact on the coordination between actors as it required a multitude of technical support across different development and humanitarian sectors. ECW and WFP signed a MoU whereby WFP played a strong role in the school feeding components when there was such a need.

An overview of the diversity of support for each country is provided in Table E4.3, on the next page.

Table E4.2.: Overview of Intervention Packages

Country	Afghanistan	Bangladesh	Brazil	Burkina Faso	Cameroon	CAR	Chad	Colombia	Comoros	DRC	Ecuador	Ethiopia	Greece	Indonesia	Lebanon	Madagascar	Malawi	Mali	Mozambique	Niger	Nigeria	Nepal	Palestine	Peru	Somalia	Syria	Uganda	Venezuela	Venezuela Regional	Yemen	Zimbabwe	Total
Grant type	FER, MYRP	MYRP	FER	FER	FER	MYRP	IIN	FER	FER	FER	FER	IIN, MYRP	FER	FER	FER	FER	FER	FER	FER	FER	FER	FER	MYRP	FER	MYRP	IIN	MYRP	FER	FER	IIN	FER	
ACCESS																																
Built and/or rehabilitated classrooms	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	24
Built and/or rehabilitated latrines	✓					✓	✓			✓		✓		✓			✓		✓		✓	✓		✓	✓	✓	✓				✓	15
Provided school furniture						✓			✓	✓		✓				✓	✓				✓	✓	✓		✓	✓	✓			✓	✓	14
Built and/or rehabilitated recreational spaces		✓	✓			✓				✓									✓								✓					6
Vocational education		✓				✓				✓																✓	✓					5
Provision of cash transfers to students/ families					✓	✓				✓	✓									✓							✓				✓	7
Awareness campaigns on education and related topics	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓				✓	21
Provision of transportation to / from school	✓																									✓						2
CONTINUITY																																
Accelerated Learning Programmes (ALP)	✓	✓				✓		✓		✓		✓								✓				✓	✓	✓	✓				✓	12
Support to organization for end-of-year exam	✓					✓				✓											✓				✓	✓	✓			✓		8
Remedial classes	✓			✓		✓		✓		✓											✓					✓	✓				✓	9
School feeding programmes										✓							✓				✓				✓		✓			✓		6

Country	Afghanistan	Bangladesh	Brazil	Burkina Faso	Cameroon	CAR	Chad	Colombia	Comoros	DRC	Ecuador	Ethiopia	Greece	Indonesia	Lebanon	Madagascar	Malawi	Mali	Mozambique	Niger	Nigeria	Nepal	Palestine	Peru	Somalia	Syria	Uganda	Venezuela	Venezuela Regional	Yemen	Zimbabwe	Total
QUALITY																																
Provided incentives to teachers	✓	✓				✓	✓					✓													✓	✓	✓			✓	✓	1
Trained teachers on pedagogy	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓					✓		✓	✓	✓			✓	✓	✓				✓	18
Trained teachers on subject knowledge / curriculum	✓	✓			✓	✓	✓					✓	✓								✓	✓	✓			✓	✓					12
Trained teachers on Early Childhood and Care Development (ECCD) principles	✓	✓				✓				✓									✓		✓	✓				✓	✓					9
Mentorship programmes for teachers	✓	✓				✓															✓	✓				✓	✓					7
Provision of teaching and learning material for literacy and numeracy to children / youth	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	23
Provision of teaching and learning material for literacy and numeracy to teachers / classrooms	✓	✓				✓	✓		✓	✓		✓		✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	2
Provision of materials for socio-emotional learning to children / youth	✓				✓	✓								✓					✓		✓	✓			✓	✓	✓				✓	11
Provision of materials for socio-emotional learning to teachers / classrooms	✓	✓									✓			✓		✓	✓		✓		✓				✓	✓	✓	✓			✓	13
Life skills programmes (i.e., clubs, trainings, after-school programmes)	✓	✓	✓	✓		✓	✓			✓								✓	✓		✓	✓			✓	✓	✓				✓	15
Provision of life skills materials to children / youth			✓	✓		✓				✓												✓			✓	✓	✓				✓	9
Provision of life skills materials to teachers / classrooms										✓		✓							✓		✓				✓	✓						6

Table E4.2.: Overview of Intervention Packages (continued)

Country	Afghanistan	Bangladesh	Brazil	Burkina Faso	Cameroon	CAR	Chad	Colombia	Comoros	DRC	Ecuador	Ethiopia	Greece	Indonesia	Lebanon	Madagascar	Malawi	Mali	Mozambique	Niger	Nigeria	Nepal	Palestine	Peru	Somalia	Syria	Uganda	Venezuela	Venezuela Regional	Yemen	Zimbabwe	Total
SAFETY																																
Built and/or rehabilitated gender-segregated latrines	✓	✓				✓				✓		✓		✓			✓		✓		✓	✓		✓	✓	✓	✓				✓	15
Trained teachers on inclusive education (e.g., children with disabilities)	✓	✓				✓	✓	✓		✓	✓							✓	✓		✓	✓	✓	✓		✓	✓					15
Schools adopting / operationalizing a code of conduct	✓					✓	✓										✓		✓		✓				✓	✓	✓				✓	1
Trained teachers on emergency pre-paredness, DRR, risk management	✓	✓		✓	✓	✓	✓			✓				✓			✓		✓		✓	✓	✓	✓	✓	✓	✓				✓	18
Trained teachers on health and hygiene awareness	✓					✓	✓			✓				✓					✓		✓	✓			✓		✓				✓	11
Provision of clean water supply	✓						✓			✓				✓			✓				✓	✓			✓		✓				✓	1
Trained teachers on pyschosocial support	✓	✓		✓	✓	✓		✓		✓			✓	✓					✓	✓	✓			✓	✓	✓	✓				✓	17
Psychosocial services (children / youth receive services from therapist, counsellor, etc.)				✓	✓					✓			✓	✓			✓		✓		✓		✓				✓				✓	11

Country	Afghanistan	Bangladesh	Brazil	Burkina Faso	Cameroon	CAR	Chad	Colombia	Comoros	DRC	Ecuador	Ethiopia	Greece	Indonesia	Lebanon	Madagascar	Malawi	Mali	Mozambique	Niger	Nigeria	Nepal	Palestine	Peru	Somalia	Syria	Uganda	Venezuela	Venezuela Regional	Yemen	Zimbabwe	Total
SYSTEM STRENGTHENING																																
Intiatives to mobilize communities around education (e.g., parent-teacher associations)	✓	✓		✓	✓	✓	✓	✓		✓		✓		✓				✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	2
Support to community-driven monitoring systems	✓	✓			✓	✓	✓					✓		✓			✓	✓	✓		✓	✓	1		✓	✓	✓				✓	17
Trainings for education planners and managers in conflict-sensitive and risk-informed education	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	✓				✓	22
Support to national systems for monitoring	✓		✓			✓	✓	✓				✓							✓		✓		✓	✓	✓	✓	✓	✓			✓	15
Developed accreditation frameworks for accelerated / NFE programmes		✓						✓																✓		✓	✓	✓				6
Total	28	22	5	11	11	3	18	11	3	27	8	15	5	16	1	5	15	1	22	6	29	2	9	14	26	31	35	4	0	6	26	

MEASUREMENT OF LEARNING

Learning outcome measurements are critical to better understand the progress made in delivering quality education, particularly for MYRPs. All MYRP grantees are required to report on learning outcomes by the end of 2021, and many of the grantees are currently designing the measurement tools that they will use to capture these results.

Six grantees were able to report on learning outcomes in 2019. Some grantees managed to complete both baseline and endline measurements, while others supported examinations or more diagnostic placement testing. Formative learning measurements took place in non-formal learning settings in countries such as Afghanistan and Nigeria. Summative examination and diagnostic placement assessments were applied in Bangladesh, the Central African Republic, and Uganda. Examples of these measurements are described below.

ECW's MYRP in Bangladesh – implemented by UNICEF, UNESCO, and UNHCR – focuses on delivering educational opportunities to Rohingya children and youth living in Cox's Bazar refugee camps and includes a component for measuring the learning levels of targeted children. The MYRP funded the production of an annual status education report (ASER) that measured the mathematics, English, and Myanmar language abilities of the children. Based on a learning competency framework that the grantees designed in collaboration with local partners, the ASER was used as a baseline for grouping children into learning centres according to their skill levels. The ASER study of Myanmar refugee children aged 6 to 11 found major deficiencies in English language skills and mathematics. The findings are unsurprising as 70 per cent of children surveyed had never participated in any form of schooling prior to arriving in Bangladesh. Overall, 65 per cent of children were found to belong to level one (the lowest level), 28 per cent to level two, 4 per cent to level three, and 3 per cent to level four (the highest level). Boys slightly outperform girls in all aspects, and when children grow older, both boys and girls are more likely to score better. Data also shows that 65 per cent of children can only read letters, and not words, or can recognize a number from 1 to 9 and nothing more. Merely 7 per cent of Rohingya refugee children can read a paragraph of text and/or do basic multiplication and division. All these figures demonstrate the huge learning challenge at hand.

Through an ECW FER grant in Afghanistan, Save the Children and the Afghanistan Consortium for Community-based Education and Learning also conducted a study measuring learning outcomes in Kunduz and Takhar provinces. It found that children who had received non-formal, community-based education showed acute learning deficits during baseline but improvements during endline measurement in both reading and numeracy. At baseline only 2 per cent (13/684) of the students were able to read a story, plus read and answer related questions correctly, while at endline almost half of the students, 48 per cent (325/681), could do so. When tested on numeracy, 75 per cent (513/684) of the students at baseline were at beginner level and were unable to recognize three or more one-digit numbers, while at endline this number decreased to only 1 per cent of students unable to do so. Similarly, during baseline almost none of the students in Kunduz and Takhar (3/684) were able to do 2-digit/1-digit divisions correctly, while at endline 43 per cent of them (290/681) could do so correctly.

© UNICEF/Adebayo

"My favorite part of school is reading. I can now recognize and read figures 1 to 10" says five-year-old Muhammad Buhari, who attends a temporary learning space in a displacement camp in Maiduguri in Northern Nigeria.

CONFLICT AFFECTED NIGERIAN CHILDREN AND YOUTH IN NON-FORMAL EDUCATION ARE LEARNING

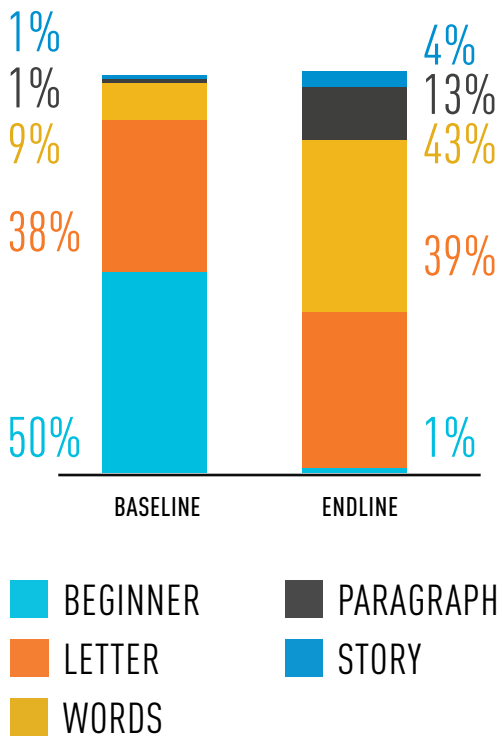
Street Child[72] Nigeria received funding to deliver a six-month FER project between November 2018 and May 2019. The grant provided non-formal education for 5,206 vulnerable out-of-school children and youth and children/youth who had fallen behind in the formal education system aged 4–14. The project took place in areas affected by the Boko Haram insurgency in northeast Nigeria, including the states of Adamawa, Borno, and Yobe, where approximately 2.9 million internally displaced and host-community children have been unable to access a quality education.

Besides increasing access to safe education through the creation of semi-permanent learning spaces, Street Child conducted a formative endline learning assessment to determine academic learning gains made by the targeted children. The intervention and assessment were based on the Teaching at The Right Level (TaRL)[73] approach.

Reading, number recognition, and the ability to complete mathematical problems were measured for all students at the start of the project. A sample of 301 students was then assessed at the endline, revealing significant learning increases. Girls on average seemed to make slightly greater increases in number recognition than boys; and out of all groups assessed, the returnee population displayed the highest increases across both reading and number recognition.

The learning progress of these children is most evident when comparing their baseline and endline reading results. The percentage of children at the beginner level, who were unable to recognize letters, fell from 50 per cent all the way to 1 per cent by the end of the project. The percentage of students able to read words dramatically increased from 9 per cent to 43 per cent, and the percentage of students able to read a paragraph of text increased from 1 per cent to 13 per cent.

Figure E4.1.: Reading progress in %



72 See https://www.street-child.co.uk/.
73 See https://www.teachingattherightlevel.org/.

Regarding numeracy, the number of children unable to recognize one-digit numbers fell from 29 per cent to 1 per cent; the number able to recognize two-digit numbers increased from 25 per cent to 28 per cent; and the number able to recognize three-digit numbers increased from 12 per cent to 47 per cent. At the time of the baseline assessment very few children could complete any mathematical problems. At the end of the project, however, significant progress had been made, with the number of children from the sample group of 301 able to add up single, double, and triple digits increasing from 54 to 170.

These significant learning improvements are related to three main aspects of the TaRL approach:

a. Clear goal setting and assessment capacity through eight days of full-time pedagogical and assessment training for teachers, combined with a refresher course. Teachers are more confident and more motivated as a result of the training.
b. Strong community and parent involvement in which community members take part in school-based management committees and/or community education committees that promote education and learning, particularly for girls, including at home.
c. A safe and protected learning space where each child can concentrate and spend about two to three hours of every working day in the classroom.

In addition, the TaRL approach calls for class or group-based teaching materials instead of individual learner material.

Of the 5,206 out-of-school children who had been enrolled in the teaching and learning centre, some 4,080 children (78 per cent) passed their exams based on students scoring 40 per cent or more in the Ministry of Education–designed examinations, and these children are now included in the formal education system.

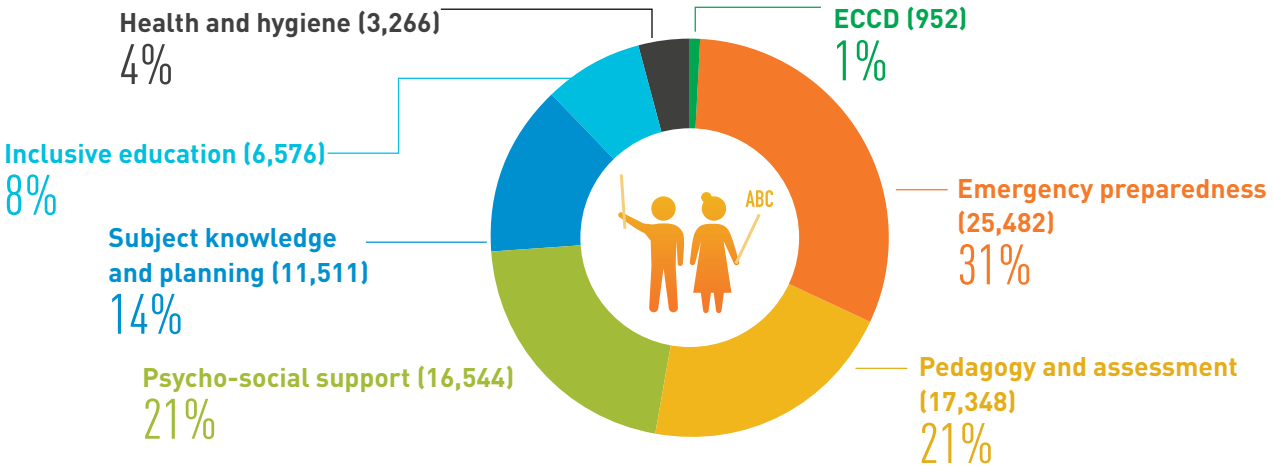
In Uganda, the primary leavers examination is the most important test that most children will sit. It is the gateway to enter post-primary education and to many forms of employment. In the schools that ECW has supported through the MYRP, there has been a registered improvement of 9 per cent in the pass rate between 2017 (78 per cent, the first year after the real peak of the influx) and 2019 (87 per cent).

While the gender gap has not been closed completely, the performance gap between girls and boys has narrowed over this three-year period from 13 to 6 percentage points. In 2017, 68 per cent of girls passed the primary leavers exam, whereas by 2019 the figure had increased to 81 per cent. This is compared to the pass rate for boys, which rose from 81 per cent in 2017 to 88 per cent in 2019. The project will continue to focus on decreasing the gender gap through specific targeted interventions, such as teacher training and menstrual hygiene management support. In addition, through Plan International's technical support every partner will be trained on gender approaches adapted to the local context and supported to develop a gender work plan.

TEACHERS TRAINED TO PROVIDE QUALITY EDUCATION

Teachers play a pivotal role in creating quality learning environments conducive to achieving improved educational outcomes and well-being. ECW grantees have trained 41,588 teachers and education personnel (45.8 per cent women) since its programmes began in 2017.
In 2019, 29,272 teachers (44 per cent women) were trained.

Figure E4.2.: Percentage of trained teachers per topic since inception of ECW



The diagram above shows teachers trained by topic area. Most teachers receive training on EiEPC covering such issues as emergency preparedness, including disaster risk reduction and risk management (31 per cent), pedagogy and assessment (21 per cent), and psychosocial support to children (21 per cent). National minimum standards and the INEE-supported Training Pack for Teachers in Crisis Contexts are used to ensure training standards are met. However, not all teachers and education personnel need to be trained on all aspects of EiEPC, as many teachers have considerable experience doing so already. The sum of the figure is higher than the total number of teachers trained, as certain teachers received training on multiple topics.

One example of how teachers have been effectively trained for EiEPC took place in the Kivu region of eastern DRC, where the Norwegian Refugee Council trained 305 teachers and school directors (22 per cent women) on peace education, active teaching/learning pedagogies, and classroom management. Testing of teachers before and after the training showed their understanding of the subject matter improved from 10–20 per cent before the training to 80–90 per cent after the training.

In another example, UNICEF supported the professional development of 1,179 teachers and other education personnel[74] on continuous classroom assessment in Ethiopia. Through the training, these educators developed pedagogical knowledge and skills to focus on learning outcomes, rather than simply delivering instruction. Teacher-support material was generated, including lesson observation checklists, assessment tools, minimum competency ladders for subjects, and supplementary learning material. On a systemic level, refugee teacher training and oversight are increasingly integrated into national systems through close collaboration with regional education boards and the Agency for Refugees and Returnees Affairs (ARRA). The boards take responsibility for in-service teacher-training programmes, including selection and placement, financial management, and quality control. With funding support from the government, refugee teacher trainees continue to attend classes together with their national counterparts. In 2019, 683 teachers were trained by national colleges of teacher education. Steering committees headed by the Regional Education Board were established to oversee the teacher-training programmes and to document lessons so as to inform similar future initiatives.

74 These include 929 refugee and host community teachers, 169 school directors, 58 regional and woreda education experts, and 20 instructors from colleges of teacher education.

Teacher-training programmes are often supplemented with in-service learning and teacher exchange groups to promote continuous feedback, mentoring, in-class coaching, and learning. Teachers benefit from experienced master trainers and education officers in solving common problems in teaching and learning and in strengthening their classroom practices. In Afghanistan, for example, UNICEF trained 2,229 teachers who benefited from these sessions. Similarly, in Uganda the Education Consortium's teaching and learning circles (TLCs) brought together primary-school host community teachers and alternative education programme (AEP) refugee teachers. Before the TLCs were established, head teachers perceived AEP teachers as separate from the schools. Subsequently, head teachers have been able to meet the AEP teachers on a regular basis and to monitor and supervise them.

LEADERSHIP, SUPERVISION, AND MENTORING

When performed to a high standard, school leadership, supervision, and mentoring drive educational improvement and promote learning. In Uganda the Save the Children-led Education Consortium's supervision and inspection work has been conducted by the district education office and coordinating centre tutors from teacher-training colleges. All 105 schools and 48 AEP centres and their teachers received government supervision and feedback in 2019. The Education Consortium is now working with the relevant authorities and a local development partner group to strengthen the supervision system. Governmental districts coordinate and assure comprehensive coverage of all schools, as currently individual development and humanitarian partner organizations determine when monitoring visits are made.

UNESCO also led a series of capacity development activities for 60 coordinators and 515 teacher coaches/counsellors in Lebanon, enhancing management and leadership skills and building coaching and mentoring capacity. The activities support teachers in the classroom, with an emphasis on math, science, and French. Some 200 education counsellors with certified university diplomas in education counselling were trained to support 726 schools with a total of 3,600 children and youth.

TEACHING, LANGUAGE, CURRICULA, AND LEARNING MATERIAL

During the lifespan of ECW, more than 2.13 million children and youth in 33 countries have received learning materials to help improve educational outcomes. In 2019 alone, more than 1.8 million children (48 per cent girls) received learning materials, more than double than in previous years. Materials included stationery, textbooks, notebooks, and school bags. As part of the interventions, such materials were distributed in Afghanistan, Chad, Ethiopia, Nigeria, Syria, and Uganda. In 2019, school-based teaching and learning packages were distributed in 9,673 classrooms or learning spaces globally and included school-in-a-box sets containing pencils, erasers, scissors, exercise books, clocks, laminated posters, chalk, and counting cubes. The materials stay in the classroom and are used by all the children who rotate through the classroom space, with a single set reaching about 40 children. In Afghanistan and Syria, such materials were distributed widely to advance learning.

Table E4.3. provides an overview of materials distributed per child and classroom per country.

Curricula in non-formal education and teaching-training programmes have been developed in Brazil, Colombia, Bangladesh, Nigeria, Uganda, and Venezuela, among other countries. These have been adapted to better suit conflict and crises settings and have been developed in close collaboration with the respective government authorities. In Brazil, for example, almost 10,000 Venezuelan refugee children in 25 "Super-Panas" programmes have benefited from locally developed curricula by UNICEF that focus on recreation activities, psychosocial support, and violence prevention. In Colombia, each partner is leading on a thematic area to develop teacher-training curricula: Save the Children on literacy and numeracy,

Table E4.3.: Number of teaching materials per child and classroom per country in 2019

	Total number of classrooms supported with TLM/supplies	Total number of children reached with TLM
Chad	174	376,639
Syria	1,853	231,983
Nigeria	193	213,114
Afghanistan	3,881	160,503
Uganda	268	151,436
Ethiopia	116	131,146
CAR	312	108,069
Malawi	500	103,197
Bangladesh	330	63,904
Yemen	225	59,392
Indonesia	615	50,622
DRC	128	45,682
Zimbabwe	231	43,582
Mozambique	235	30,907
Comoros	0	14,330
Somalia	88	13,067
Nepal	338	10,871
Mali	0	1,500
Burkina Faso	0	747
Greece	6	410
Ecuador	6	282
Venezuela	174	0

NOTE: Brazil, Cameroon, Colombia, Lebanon, Niger, the State of Palestine, Peru, and Venezuela (regional) are not included as no materials were distributed in these countries.

social-emotional learning, and inclusive education; the Norwegian Refugee Council on peer learning; and Plan International and World Vision on gender. All materials were reviewed and approved by the National Ministry of Education and align with national policies and priorities. In Uganda, the NRC together with its partners, including the National Curriculum Development Centre, revised the AEP curricula and textbooks for non-formal education settings, which are used not only to educate students but also to train teachers and inform learning assessment processes. The next steps are further development of the curriculum content, the teacher/facilitator guides, and the teaching and learning materials as well as a rigorous language-mapping exercise.

In addition, UNICEF has proposed a 300-hour technical curriculum, which is being approved by technical committees within the Ministry of Education in Venezuela. UNHCR's Cox's Bazar refugee camps in Bangladesh have set-up two 'language laboratories', which are physical spaces where teachers can access materials to polish their language skills. These were also used for the development of Myanmar textbooks for primary school children. Further, in collaboration with radio network Voice of America, English-language training for 100 teachers and 10 technical officers was completed and has enabled teachers to use English as the language of instruction. The training programme also included a self-study pack of audio-visual materials that is uploaded onto smartphones.

In Uganda, the international non-profit organization ZOA is working with the national non-profit Read for Life to pilot a reading programme that uses a phonics approach to teach refugee children to read in a multilingual classroom. Also, the AVSI Foundation is partnering with a national expert partner, Luigi Giuliani Institute for Higher Education, to pilot programmes known as the Language Experience Approach and the Weekly Foundation Story. The Language Experience Approach is used to generate reading resources from a student's language. The Weekly Foundation Story uses stories that are relevant to the Ugandan curriculum, and learners are engaged in comprehension activities. A numeracy component uses a Singaporean math model that

focuses on fewer topics and incorporates a staged approach of building blocks to learning.

COMMUNITY ENGAGEMENT PROMOTING OWNERSHIP

Many ECW-funded interventions promote community engagement as part of programme design, implementation, monitoring, and evaluation. Community-driven approaches promote sustainability, ownership, and quality of learning. They also serve as accountability mechanisms for affected populations. For example, after cyclones Idai and Kenneth struck in Mozambique, World Vision actively participated with students, parents, school boards, and community members to select locations for temporary teaching and learning spaces; asked the community to mobilize students; and set up help desks so that all illiterate community members could share feedback. Similar work was done by Save the Children in Mali, AVSI in the DRC, and UNICEF in Burkina Faso.

Another positive example of community engagement has been the work done by school councils and committees in Afghanistan. The International Rescue Committee (IRC) and other partners used "shura" committees to enable children and youth, and particularly girls, to participate in the community-based education classes. Specifically, the shura committees were asked that 60 per cent of learners in the schools be girls. It is important to note that 30 per cent (325 out of 1,061) of shura members were women. Moreover, 121 women teachers were recruited by the shura committees, a remarkable achievement given the fact that finding female teachers in insecure and conflict-affected areas is extremely difficult.

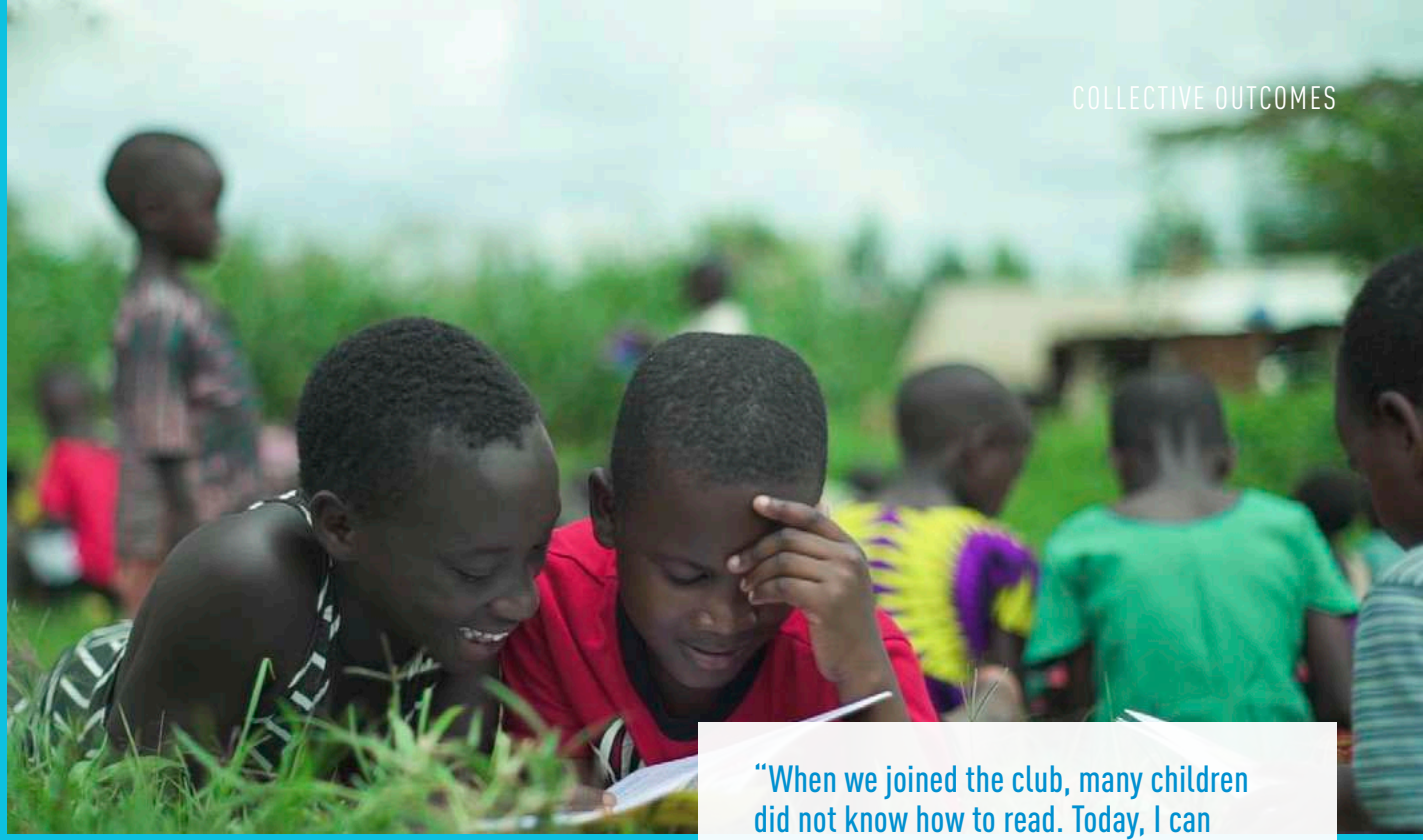
Street Child in Nigeria built sustainable community engagement by training community volunteer teachers and by working with school-management committees. Community knowledge and skills were improved regarding child protection, early warning systems, and disaster risk reduction. As a result, the ability of communities to build safer, more protective environments for children and youth was realized.

HUMAN INTEREST STORY—UGANDA

Reading clubs boost literacy among refugees in Uganda

When David arrived in Uganda he could not read or speak English. Nor could many of his friends. Like many refugee children whose lives have been uprooted by war, David missed out on much of his education after fleeing the ongoing war in the eastern part of the Democratic Republic of Congo. But with support from ECW, Save the Children has set up reading clubs in Rwamwanja, in south-western Uganda, where more than 71,000 refugees now live. ECW and its partners are committed to boosting literacy levels, which are often very low among children in lower grades in refugee communities. To bring children back up to speed, Save the Children's Literacy Boost programme aims to get the whole community excited about reading, making it a fun part of everyday life.

The clubs use songs, storytelling, and other activities to help children read together in groups. As David notes, "When we joined the club, many children did not know how to read. Today, I can even read difficult words." David's father, Steven, says his son attends every club session. "I can see an improvement in his ability to read. Even at school, his performance this term was much better than the last one." Literacy Boost is designed to train teachers to help children learn to read, keep them engaged, and get communities involved by providing books, camps, and other learning activities. Teachers say they are



© Save the Children Uganda

"When we joined the club, many children did not know how to read. Today, I can even read difficult words."
—David

already seeing a positive impact on the children. "We did an assessment here at school of children who are in reading clubs and we found a very big difference from those who are not," says teacher Francis Watoro. "Children in lower classes who are in those clubs are able to read. We have very many children in the settlements, so we encourage more of these clubs to be set up."

A local head teacher, Mutabazi Lawrence, says the reading clubs are vital for children's learning. "Our school is very congested, with more than 200 children per class," he explains. "The overcrowding means learning is not very effective. Children need to read for all learning in school, but many cannot. This is the first time we've had a reading club in the community. It's free so more children can access it, and we hope it will also improve their wider performance at school."

Save the Children aims to get children reading as early as possible. "Learning begins at a very early age," declares Aidah Ninkusiima, a staff member. "It's during the lower-grade learning that the child is best able to learn skills."

© Save the Children Uganda

A meeting with teachers, parents and community groups to discuss setting up a new Reading Club.

This story was originally produced by Save the Children Uganda and was edited by ECW for this report.

COLLECTIVE OUTCOME 5

SAFE AND PROTECTIVE LEARNING

HIGHLIGHTS:

For many children and youth, **the journey to and from school exposes them to risk**, gender-based violence, and recruitment into armed groups. In 2019, ECW funded programmes that provided 4,175 girls and boys with safe transportation to and from educational facilities.

—

ECW's funding for the provision of **psychosocial support** to girls and boys, as well as teachers, reached more than 102,000 children.

—

Codes of conduct are effective ways to ensure teachers understand their roles and responsibilities, while students and communities can use the codes to hold teachers accountable. More than 80 per cent of ECW-supported countries have codes embedded in their programming, up from 44 per cent in 2018.

—

Access to safe, clean toilets can be the difference between intermittent and regular attendance. ECW-funded interventions have improved access to toilets by constructing 1,972 gender-segregated WASH facilities globally.

© UNICEF/Naftalin

Table E5.1: Indicators for CO5 – Safe and Protective Learning

INDICATOR	RESULT AR 2017	RESULT AR 2018	TARGET 2019	ACTUAL 2019
Share of ECW-supported schools and learning environments meeting safe learning standards[75]	N/A	N/A	60%	N/A
Number of crisis-affected children and youth having access to (i) clean drinking water and (ii) basic hand-washing facilities (new indicator)	N/A	N/A	TBD	55,360 (44% girls)
Number of gender-sensitive latrines built or rehabilitated	300	1,788	4,340	1,972 (2019)
Number of schools adopting/ operationalizing a code of conduct with ECW support	N/A	N/A	450	36,964[76]
Number of crisis-affected children and youth reached with PSS activities (new indicator)	N/A	N/A	TBD	102,489
Number of children aged 3–18 receiving school feeding (new indicator)	50,040	N/A	TBD	154,281 (44% girls)

75 While several grantees monitored selected aspects of safety, health, or protection as relevant to their intervention, none of them provided data on all aspects using a comprehensive indicator.
76 This includes 36,883 schools with codes of conduct in place in Syria through ECW's FER.

Children and youth require only a few preconditions to enable quality learning, and a safe and protective learning space is foremost among them. Learning environments that are unsafe reduce the quality of education for all. Unsafe learning spaces also lead to irregular attendance and increased dropout rates. The psychosocial impact of displacement, violence, and uncertain futures distracts young minds, limiting their ability to concentrate. Learning is further diminished when nutritious meals and access to clean water are not readily available. While learning spaces should be free from violence, they can also be places where children are exposed to violence. In 2019, ECW expanded its support for child safety to new crisis-affected countries while enhancing its support in existing countries.

ENSURING PHYSICAL SAFETY OF SCHOOL CHILDREN

Physical safety is an important precursor to regular school attendance. ECW and its partners are committed to protecting children and youth from all forms of violence and continue to encourage school management to take greater responsibility for safeguarding students. For many children, the journey to and from school exposes them to various risks, including gender-based violence and recruitment into armed groups. The provision of transportation can ensure that children arrive at school safely. Transportation for children with disabilities can make the difference between attending or not. In 2019, ECW-funded programmes provided 4,175 girls and boys with safe transportation to and from educational facilities. In Syria, for example, where security risks associated with the nine-year-old conflict make it challenging for children to attend school, ECW-funded programmes supported more than 3,000 children to travel on secure buses. Another intervention ensured 250 children with disabilities were provided safe, accessible transportation. In Afghanistan, more than 2,600 children attended regular non-formal education thanks to ECW-funded transportation. Such assistance has enabled increased participation for catch-up and remedial classes, which help improve child learning outcomes while ensuring a safe commute.

In 2019, the Global Coalition to Protect Education from Attack noted that over the last two decades attacks on education have increased and often target the education of girls. ECW's investments are increasingly focused on collecting data on attacks on education, which are then used to advocate for the safety and protection of children and teachers at school. In Cameroon, an ECW-supported project has been documenting attacks on schools, collecting information from head teachers, teachers, and local implementing partners. The latest data collected reveals that at least 30 schools in northwest Cameroon were attacked between October and December 2019, creating an important evidence base that created and promoted greater accountability within the government.

Developing resilience to manage future crises is fundamental to ECW's programmatic approach. To prepare authorities for possible natural disasters, ECW strengthened the capacity of district education officials in 14 countries. More than 7,500 officers participated in professional development opportunities to develop contingency plans and prepare strategies to mitigate and reduce interruption of learning in the event of disaster. In Mali, training of government officials focused on a number of areas, including disaster risk reduction, gender-based violence, and coordination to enhance the capacity of district education clusters on preparedness for, response to, and monitoring of EiEPC. In the State of Palestine, a MYRP contributed to the development of evidence-based, contextualized approaches for safe schools. Through a partnership with the Ministry of Education, safe-school approaches were endorsed within the Ministry's education strategy as an integral part of its contingency planning process.

ENSURING PSYCHOLOGICAL PROTECTION FOR CHILDREN

For many children and youth, it is not enough that the school is physically safe. The consequences of physical violence leave learners vulnerable and ill-prepared for classroom environments. Girls and boys who have been displaced face increased risk of

gender-based violence or abuse by other students or education personnel. ECW's programming facilitates a comprehensive approach to the provision of psychosocial support, one in which girls and boys, as well as teachers, are supported with a variety of activities based on need.

Across ECW-supported interventions, more than 102,000 children have been taught by teachers with training in psychosocial support. Support activities were utilized in Afghanistan, Bangladesh, the CAR, the DRC, Indonesia, Lebanon, Mozambique, Nigeria, Somalia, Uganda, Yemen, and Zimbabwe. Within 39 ECW-funded programmes, 16,544 teachers were trained on psychosocial support. Teachers play a crucial role in protecting and supporting the well-being of their students and are responsible for providing instruction that is sensitive to negative experiences that children and youth have endured. In the DRC, for example, teachers were trained to better understand the adversities children have endured and the role that teachers can play in helping children cope and heal. In Zimbabwe, an ECW-funded project improved the ability of teachers to identify children with psychosocial needs. The training equipped teachers to better understand children's behaviour and position themselves as points of contact for victims of abuse. Teachers at 10 schools in Chipinge and Chimanimani were trained on child protection issues, including detecting children who might have been abuse victims and making them aware of complaint reporting mechanisms. Across the Sahel region, over 1,800 teachers received training in psychosocial support. Plan International in Burkina Faso supported the training of 120 teachers on psychosocial support, safe schools, and peace education. Through this training, teachers were able to assist 6,637 primary and post-primary students, including 3,748 girls (596 IDPs and 3,152 host-community children) and 2,889 boys (609 IDPs and 2,280 host community children). The children benefited from peaceful, healthy, safe learning environments, free from all forms of violence, including gender-based violence, thus enabling them to continue learning and to improve their academic performance.

In crisis settings it is important to put referral pathways in place that students can use to easily access assistance and specialized protection and health-related services. ECW-supported projects have referred 17,257 children to protection and mental health related services. In Somalia, teachers were trained to use referral systems that transformed schools into places that not only provide education but cater to the emotional needs of children, while helping them to develop coping and recovery skills.

Codes of conduct are effective ways to ensure teachers understand their roles and responsibilities, while students and communities can use the codes to hold teachers accountable. ECW and its partners advocated strongly to promote the use of codes of conduct. More than 80 per cent of ECW-supported countries have codes embedded in their programming, up from 44 per cent in 2018. MYRPs provide the space to work closely with country partners. In Afghanistan, the MYRP supported all teachers recruited for community-based education to sign a code of conduct. The MYRP facilitated the development of a task force, led by the Ministry of Education, to develop a national teacher code. In addition, a module of teacher training focused on safeguarding children and child protection, as well as providing basic psychosocial support to detect and refer children in need.

Community-based child protection mechanisms have been developed to deliver training on protection, as have child protection reporting mechanisms such as a toll-free mobile phone number that can be used to report cases of abuse. To date, 84 per cent of community-based education programmes have a functioning protection reporting mechanism.

About 45 per cent of ECW-supported countries included recreational spaces in their responses. In Mozambique, partners provided entertainment to help keep children in school. Kids club leaders in Zimbabwe included children in expressive, recreational activities, helping to return children to normal growth and development, and facilitating strategies for children to develop meaningful peer attachments, friendships, and social ties. In Syria, planning of recreational activities was inclusive of children with disabilities. Overall, teachers noted that recreational activities offered respite to children who endured great hardships in their day-to-day lives.

ENSURING PHYSIOLOGICAL HEALTH AND SAFETY

Ensuring the physical safety of children and youth not only requires protection from violence and trauma but also requires that service providers protect, support, and promote the physiological well-being of children, ensuring their health is not harmed when they come to school.

Access to clean water is an essential condition for child health and sustained participation in education. When clean water is available in communities and within school facilities, children, and in particular girls, do not have to walk long distances to fetch water. It also means children spend more time in class. Children and teachers are also less likely to acquire communicable diseases that can prevent them from attending school. ECW grantees supported 55,630 girls and boys to access clean water at their schools in Afghanistan, Chad, Nepal, Nigeria, Somalia, and Uganda. In displacement sites in Nigeria, a lack of potable water negatively affected enrolment and attendance. However, an ECW-funded programme supported the supply of water to schools in camps in Borno State, north-east Nigeria, such that water can now be easily found and children do not have to miss school to fetch it. In Somalia, the installation of new water pumps within school grounds has kept children in school, ensuring their safety and keeping them in class.

Access to safe, clean toilets can also make the difference between intermittent and regular attendance. ECW-funded interventions have improved access to toilets by constructing 1,972 gender-segregated WASH facilities in Afghanistan, Bangladesh, the CAR, Chad, the DRC, Mozambique, Nepal, Nigeria, Somalia, Uganda, and Zimbabwe. In Somalia, ECW-funded programmes helped girls attend school without interruption as newly constructed, gender-separated toilets enabled proper menstrual hygiene. The facilities helped reduce days missed by girls and subsequently lowered dropout rates. In Zimbabwe, the reconstruction of schools after Cyclone Idai presented the opportunity to construct new latrines, designed to promote safety and proper hygiene among girls, while also providing access for children and youth with disabilities.

In 2019, ECW continued to strengthen the capacities of teachers as a crucial link to creating healthy, safe learning environments, and it funded programmes that assisted teachers to lead by example. Teachers were encouraged to model safe, healthy practices for children and their communities, communicating important WASH messages. In the DRC, teachers regularly sensitized students to the four norms of hygiene: access to water, handwashing techniques, cleanliness of latrines and classrooms, and waste management. In Papua New Guinea, school clubs were used to share safety messages and good hygiene practices with children in settings conducive to safe learning.

Children and youth who do not regularly eat nutritious meals have trouble concentrating, and over sustained periods can suffer reduced cognitive development, particularly in the early grades. In 2019, 12 ECW interventions across the DRC, Mali, Somalia, Uganda, and Yemen included school feeding elements within their programming, leading to more than 154,200 children and youth (44 per cent girls) gaining access to regular nutritious meals in school since ECW's inception. School feeding programmes represent an incentive for families to keep children in school, as many do not have access to regular nutritious food at home. In Mali, after flooding devastated parts of the country, school feeding programmes encouraged children to stay in school or to return if they had dropped out. The intervention reached more learners than planned, feeding 32,689 children (16,746 girls/15,943 boys) in 35 primary schools and 47 early childhood development centres. In complex, protracted crises, where conflict and climate-related issues lead to food insecurity, ECW adapted strategies to support learners. In Somalia, food vouchers were provided as an incentive for children to attend school, helping to prevent dropout and enhancing the food security of entire families.

PART III

WAY FORWARD:

RESPONDING TO EVOLVING CHALLENGES

© UNICEF/Naftalin

The barriers to education in humanitarian crises are large and constantly expanding. Consequently, ECW's goal of reaching 8.9 million children and youth affected by conflict or crises by the end of its strategic plan in 2021 will require an EiEPC community that remains committed to the objective and purpose of the Education Cannot Wait Fund. Financing will be an essential act of fulfilling that commitment in order to reach the targets. Without the required funding, it will not be possible to meet the objectives. It also requires among all partners and stakeholders a commitment to ECW's Strategic Core Objectives, which, in addition to financing, extends to the New Way of Working, that is, to greater collaboration and cooperation among humanitarian and development actors; to the Grand Bargain; and to the expectations on ECW to remain a lean, agile, and speedy fund. Only a joint effort by the EiEPC community, supported by ECW's advocacy and fundraising, can tackle the huge challenge that lies ahead.

Boosting investments in education continues to be key. While 2019 was a pivotal year for ECW, with record funding mobilized from both public and private donors, the share of humanitarian funding for education remained low compared to other sectors. International financing for education needs to increase to an annual average of $44 billion until 2030[77] to fill the gap for all low- and middle-income countries to achieve universal education. ECW cannot do it alone. To meet SDG 4 and answer the UN Secretary-General's call for a Decade of Action, in 2020 ECW will continue playing a convening role at the global, regional, and country levels, bringing together donors, governments, other global education actors, civil society organizations, and the private sector to **build an international movement** around education in emergencies and protracted crises. As well as continuing to mobilize and leverage funding at the global level, ECW will further diversify funding with a focus on non-traditional donors, international finance institutions, and philanthropic and private-sector organizations. At the country level, ECW will build capacity for advocacy and resource mobilization to leverage additional funding.

However, mobilizing resources for EiEPC is not the only challenge. Another is convincing governments to make long-term commitments to addressing the needs of all children and youth affected by crises, including refugees, by maintaining a significant portion of their national budgets for EiEPC. Moreover, resources provided by donor countries need to be allocated where educational needs are the greatest and most urgent. Priority must be placed on those left furthest behind from reaching SDG 4, namely children and youth in low-income countries affected by conflicts and refugees in low- and middle-income countries. Resources should also be used to **support interventions with the highest potential to deliver learning outcomes** for those who have been left furthest behind. However, a fundamental question remains: How to reduce per-capita costs on education while improving inclusion and quality so that all children can learn?

ECW continues to prioritize interventions that aim to **improve learning outcomes and the quality of education in emergencies**. ECW also intends to go beyond one-dimensional solutions, such as physically rehabilitating learning spaces or thinking of learning as a 'sectorial' outcome only pertaining to formal and non-formal education. In complex EiEPC settings, girls and boys will learn properly when a comprehensive approach to education is deployed. The approach should support both physical and mental health, provide psychosocial support, enable adequate nutrition practices, and support livelihoods and well-being. This "whole-of-child" approach is complemented by the traditional educational toolbox, which includes teachers and pedagogy, time-on-task, curricula and materials, assessment, school leadership, community engagement, organization, and system strengthening. Consistent with this approach, costs per capita in MYRP budgets have increased from about $112 per child per year to about $133 per child per year, and are projected to grow further as the package for quality education delivered by ECW becomes more comprehensive. While more costly on a per-capita basis, this holistic approach is

77 See https://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf

the only pathway to improved and sustained learning outcomes that responds to the universal human right to quality education for all, ensures equity for learners, and drives economic growth.

While implementing a holistic approach, it is important to acknowledge that children and youth affected by conflict and crisis are not necessarily emotionally and mentally ready to concentrate and learn. To address the issue of child readiness for education, the **integration of gender equality and girls' empowerment, MHPSS, health, safety, and protection measures into programme design** continues to be a key priority for ECW. To ensure that integration takes place, in-country investments into specialized local and/or national organizations with expertise in gender, MHPSS, safety, and/or protection are essential for success. Given that partners require sector and gender-specific technical guidance to understand the defining features of quality MHPSS interventions, approaches, and systems, the ECW Secretariat finalized a MHPSS technical guidance note that will be rolled out in 2020 using a combination of remote assistance and field visits. On the institutional side, ECW will continue to form partnerships and work in alignment with global MHPSS, safety, and protection coordination bodies, including INEE's SEL/PSS Collaborative and the Inter-Agency Standing Committee's MHPSS Reference Group. In addition, close collaboration with UNHCR on protection and WFP on school feeding is to be continued. ECW will also bolster its quality assurance process to ensure the implementation of the "whole-of-child" approach along with the core elements of learning, gender, MHPSS, safety, and protection.

ECW has refined its strategic approach to the execution of MYRPs, which enables collective action to be leveraged towards the goal of reaching all 75 million children affected by crisis by 2021. MYRPs play a critical role in ECW's efforts to work at scale. As ECW engages with a growing number of countries in designing and implementing MYRPs, the following success factors were identified:

© Ellen Fitton / Street Child

A student from the Progressive Primary school in the Palabek refugee settlement, northern Uganda, receives scholastic materials thanks to ECW's support.

1. **Include a broad coalition of partners.** Partners are mobilized at the global, regional, and country levels for advocacy and programming purposes. Diversified national and local implementing partners play a key role in coordinated, quality responses and in ensuring sustainability. Bringing together all partners (government, humanitarian, and development actors) together from the outset of planning has proven not only essential but also possible.

2. **Getting the programme design right.** It is essential to provide a solid framework and quality-assured process combined with technical support for proposal development processes. This includes a joint assessment of critical needs based on timely quality data and developing sets of costed interventions as required to address educational needs of crisis-affected children, alongside a clear division of labour. In addition, the programme should articulate mutually reinforcing linkages between immediate medium- to longer-term interventions, based on existing humanitarian response plans and national education sector plans.

3. **Working towards scale.** EiEPC partners must put in place a strategy to scale up sets of interventions and to progressively reach all crisis-affected children and youth in specific contexts. This requires agreeing with partners on (1) how ECW seed funding should be used, either providing a smaller set of interventions to more areas/population groups or a larger set of interventions focusing on fewer areas/population groups; (2) how existing funding should be aligned to ongoing or other new initiatives; and (3) how new funding should be mobilized in-country and programmed in such a way to ensure ECW's seed funding is complemented.

4. **Reviewing and adapting.** It is necessary to institutionalize joint review processes, in alignment with other relevant in-country joint education planning/review processes; to move gradually towards joint reporting, rather than reporting just against ECW seed funding; and to track funding mobilized in-country. It is also necessary to strengthen the ability of partners to measure outcome-level changes in learning, safety, and continuity, rather than output-level results. Finally, it is necessary to set standards and provide guidance and quality assurance for country-level MYRP evaluations with the purpose of obtaining rigorous formative evidence on what works and what does not and to inform adaptations to interventions and implementation modalities.

5. **Investing strategically in innovations, global public goods, and partnerships to support and complement country-level initiatives.** ECW continues to invest in innovations, global public products, and partnerships in key areas through its Acceleration Facility investment window to ensure country-level partners have access to tested interventions, knowledge products, tools, approaches, and partnerships to respond effectively and efficiently to crises. In 2019, for example, ECW invested in a multi-year partnership with UNHCR to support innovators in scaling up their tested interventions and to generate evidence on what works and what does not.

Among its key population groups, ECW continued to emphasize the importance of **girls' education. The Fund set a target for girls** to represent a proportion of up to 60 per cent of all beneficiaries reached, along with a focus on holistic approaches to address gender barriers. Educating girls delivers well-documented and multidimensional benefits, ranging from increased economic resilience to climate change mitigation (see page108) yet girls who live in conflict-affected countries are almost two and a half times more likely to be out of school than those who do not. Future investments will contribute to tackling the inequalities hindering girls' access to education by trying to address the root causes of gender-based discrimination. A key lesson learned is that the specific exclusion of girls, which has been confirmed by analysis on gender disparity – and related response through gender equality policies – often do not result in gender-responsive education programme formulation. ECW will therefore balance the need for interventions at the school and community levels with the need to work systemically through national policies on gender equality.

Refugee education has been and will continue to be a key component for ECW. In 2019, only 63 per cent of refugee children attended primary school (compared to 91 per cent globally) and only 24 per cent of refugees accessed secondary education. To counter these trends, ECW committed at the 2019 Global Refugee Forum to facilitate and invest in multi-year programmes that ensure access to secondary education for refugee children. Building on its 2019 strategies, ECW will continue to support

regional plans and structures to respond to refugee crises affecting multiple countries in a coordinated manner, ensuring not just access but also continuity of education. ECW is supporting regional responses in the Sahel region, South America, Syria, and the Horn of Africa. In the latter region, ECW and the Intergovernmental Authority on Development signed a partnership agreement to enhance regional cooperation and accelerate more effective education investments for refugees and displaced children across eight countries – Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda – where 7.5 million refugees and IDPs are located.

With additional funding from the LEGO Foundation, ECW strengthened its programming around Early Childhood Education (ECE). ECW set a target of investing 10 per cent of its resources in ECE from 2020 onwards. ECW will also support INEE to produce global guidance for ECE in emergencies, engage in additional investments in Ethiopia and Uganda on ECE, and mainstreaming ECE in its investments – mainly with support from LEGO. ECW will actively engage in partnerships to prioritize learning through play and support in-country partners to systematically adopt play-based approaches.

ECW will continue emphasising non-formal, accelerated education programmes to reach children in crisis-affected areas, as the programmes represent a unique opportunity to deliver results at the humanitarian–development nexus and support resilience of education systems. Participation in accelerated education programmes has continued in 2019, but at too slow a pace to meet rapidly increasing needs. In Afghanistan, Bangladesh, the DRC, Syria, Somalia, and Uganda, ECW-supported AEPs provided out-of-school children with opportunities to catch up and re-enter formal education at the end of the primary cycle. While partners worked with ministries of education to create compressed curricula and to establish procedures supporting re-entry, more structured pathways of accreditation and certification are required to enable crisis-affected children to re-enter education more quickly and in the right grade. The value-for-money analysis presented in this report on page 80 shows that AEP can be cost-effective when implemented at scale. ECW will therefore continue to encourage grantees to engage in accelerated non-formal education, and advocate for flexible and sustainable solutions for the reintegration of crisis-affected children into formal education.

The need for more flexibility in accreditation/certification of non-formal education will be particularly compelling to address the challenges posed by the COVID-19 pandemic, to which ECW has responded with unprecedented speed in close to 30 countries by June 2020. COVID-19, which is expected to last for some time, has severely hindered school attendance and boosted demand for catch-up education and reintegration into formal education. When classroom-based education is not an option, non-formal education and distance learning will gain traction in EiEPC, creating additional demand for national systems that create flexible pathways of transition to formal education. ECW will closely monitor the effectiveness of education programmes that leverage distance learning to respond to COVID-19 and embed best-practice solutions in programmatic investments accordingly. Lessons learned from radio-based instruction in the CAR and Nigeria as well as accelerated education programmes will be particularly valuable, together with the outcomes of the Humanitarian Education Accelerator (HEA).

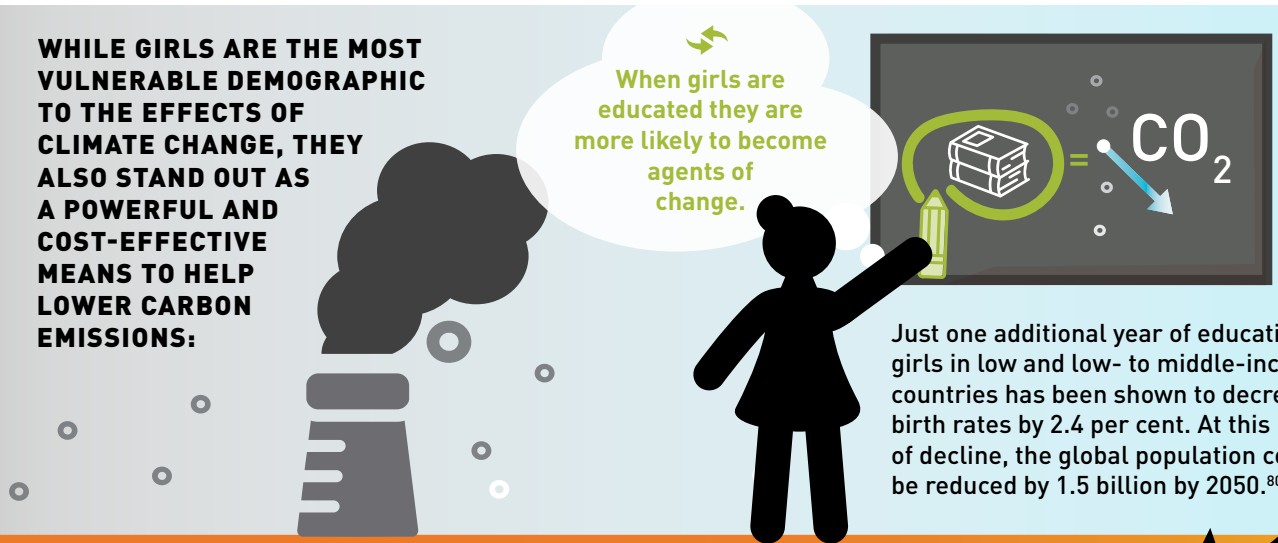
The HEA is a partnership with UNHCR focused on two streams of work. The first is Expansion of Can't Wait to Learn – an innovative programme that has already demonstrated its potential in improving the educational outcomes for refugee children. Can't Wait to Learn, which was developed by War Child Holland and partners during years of testing and research, utilizes a gamification approach to delivering quality education. The expansion of the programme will take place in a MYRP country and will produce lessons and insights for ECW grantees and governments, education response mechanisms, and other partners in the education sector. The second work stream is support to innovation at the 'proof of concept' phase to scale up solutions in MYRP countries and to document lessons learned. Innovative solutions are informed by sector dialogue and play a role in delivering improvements to MYRPs. Collectively, lessons from both past ECW investments and the HEA will be used to produce guidance to take education innovations to scale, as a global public good available for all EiEPC actors.

GIRLS, EDUCATION, AND CLIMATE CHANGE

140 MILLION PEOPLE ARE EXPECTED TO BE DISPLACED BY CLIMATE CHANGE

ACROSS SOUTH ASIA, SUB-SAHARAN AFRICA AND LATIN AMERICA BY 2050.

WHILE GIRLS ARE THE MOST VULNERABLE DEMOGRAPHIC TO THE EFFECTS OF CLIMATE CHANGE, THEY ALSO STAND OUT AS A POWERFUL AND COST-EFFECTIVE MEANS TO HELP LOWER CARBON EMISSIONS:

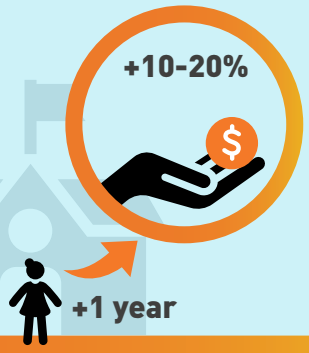


Just one additional year of education for girls in low and low- to middle-income countries has been shown to decrease birth rates by 2.4 per cent. At this rate of decline, the global population could be reduced by 1.5 billion by 2050.[80]

And because more people create more CO_2 emissions, a reduction of 1.5 billion people in the next 30 years could reduce emissions by **59.6 gigatons**.[81]

GIRLS WHO ARE EDUCATED ARE ALSO MORE RESILIENT AND BETTER EQUIPPED TO COPE WITH CLIMATE SHOCKS AND ECONOMIC DOWNTURNS.

Studies show that an additional year of primary school for girls can raise per capita income by 10 to 20 per cent. Conversely, the price of failing to educate girls through secondary school has been estimated at $15 trillion to $30 trillion in lost productivity and earnings.[82]



IN OTHER WORDS, INVESTING IN GIRLS' EDUCATION NOT ONLY PURSUES A BOTTOM LINE OF SOCIAL INCLUSION OR POVERTY REDUCTION, BUT REPRESENTS A PROVEN SOLUTION TO MITIGATE THE CONSEQUENCES OF CLIMATE CHANGE.

78 Rigaud, Kanta Kumari et. al. 2018. "Groundswell - Preparing for Internal Climate Migration."
79 Abel, Guy J., Michael Brottrager, Jesus Crespo Cuaresma, and Raya Muttarak. 2019. "Climate, Conflict and Forced Migration." Global Environmental Change 54 (February 2018): 239–49. https://doi.org/10.1016/j.gloenvcha.2018.12.003.
80 Kwauk, Christina, and Amanda Braga. 2017. "Three Platforms for Girls' Education in Climate Strategies." Vol. 6. https://www.brookings.edu/wp-content/uploads/2017/09/platforms-for-girls-education-in-climate-strategies.pdf.
81 Hawken, Paul, ed. 2017. Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming. Hudson: Penguin Books.
82 Wodon, Quentin, Claudio Montenegro, Hoa Nguyen, and Adenike Onagoruwa. 2018. "Missed Opportunities: The High Cost of Not Educating Girls." https://openknowledge.worldbank.org/bitstream/handle/10986/29956/HighCostOfNotEducatingGirls.pdf?sequence=6&isAllowed=y

ECW will continue to invest in the generation and dissemination of global evidence on what works and what does not. First, as shown in this report, the measurement of learning in EiEPC settings is possible even when it takes place in challenging humanitarian circumstances and examines shorter, six-month project durations. To be accurate, however, measurement needs to be tailored to the prevailing circumstances and prioritized from the start. Building on the experience of measuring learning outcomes in existing projects, ECW will invest in global, regional, and national partnerships to strengthen learning outcome measurement systems in five of its MYRP countries between 2020 and 2023, and it will expand its efforts in collaboration with a globally recognized technical partner with expertise in measuring holistic learning outcomes. With the financial and technical support of Porticus, this initiative responds to the reality that existing holistic learning outcome measurements are, in principle, not geared towards the inclusion of the most marginalized. ECW will therefore aim to improve holistic learning outcome measurement systems in five MYRP-supported countries between 2020 and 2023. ECW's engagement will go beyond improving measurement: it will also tackle systemic challenges, such as in-country capacity gaps, financial resources, coordination among partners, and prioritization of holistic learning outcome measurement for children and youth affected by conflict and crisis.

Finally, following its evaluation policy (approved in 2019), ECW will begin evaluating FER and MYRP modalities as well as individual MYRPs starting in 2020, in addition to a summative organization-wide evaluation in 2021 that will cover its current strategic plan period (2018–2021). These externally conducted and formative oriented FER and MYRP evaluations aim, first, to determine the extent to which the FER and MYRP modality is meeting its envisioned purpose and to better understand what aspects of its design and approach are working or require future improvements. The second purpose of the evaluation is to assess the extent to which FER and MYRP collective outcomes, at the global and country levels, are met. The purpose places specific attention to the implementation approaches and whether ECW grantees are fulfilling their expected roles and responsibilities effectively and efficiently. The evaluations should assist ECW and its grantees to respond better to the challenges they face in supporting children and youth in humanitarian settings.

COUNTRY PROFILES

© UNICEF/Dejongh

The following profiles feature highlights of ECW's support and results per country of investments in 2019. During the year, ECW had active grants in 29 crisis-affected countries under the FER and MYRP funding windows – including grants provided under ECW's four Initial Investments that were transitioning to other types of investments.

Results presented for each country are an aggregation of results submitted in individual grantees' reports. In each country, the start and end dates of individual grants vary across grantees. Grant duration also varies according to funding windows.

MYRPs:

- Afghanistan
- Bangladesh
- Central African Republic
- Chad (Initial Investment)
- Ethiopia (Initial Investment)
- Somalia
- South Sudan
- State of Palestine
- Syria (FER, Initial Investment)
- Uganda

FERs:

- Cameroon
- Cyclones Idai and Kenneth (regional)
  - Malawi
  - Comoros
  - Mozambique
  - Zimbabwe
- Democratic Republic of the Congo
- Greece
- Indonesia
- Lebanon
- Nigeria
- Sahel crisis (regional):
  - Burkina
  - Niger
  - Mali
- Venezuela (country)
- Venezuela regional crisis (regional):
  - Brazil
  - Colombia
  - Ecuador
  - Peru
- Yemen (Initial Investment)

AFGHANISTAN

172,057
children reached

174,015
targeted

57% girls

Children accessing community-based education:

104,610
(56% girls)

Teachers/administrators financially supported/ recruited:

Target 2019 3,774

Actual 2019 —— **3,621**
(46% female)

Community-based learning spaces established:

3,621
(243 pre-primary classes, 3073 CBCs and 305 ALCs).

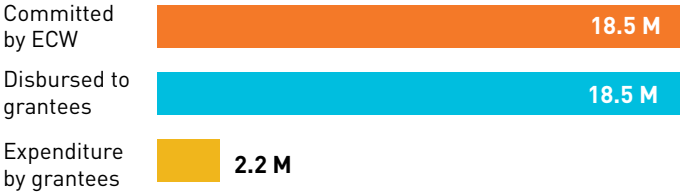
2019 marked the first year of implementation of the MYRP in Afghanistan with cumulative seed funding of US$ 15,616,169. The overall goal of the MYRP is to improve learning and well-being of crisis-affected children. Years of war have left an acutely vulnerable population with eroded coping capacities and little hope of recovery if current conditions persist. Conflict and drought have left 9.4 million vulnerable people – almost one quarter of the population – in need of humanitarian assistance. Despite significant improvements in education access, gaps in service remain. Primary school attendance and retention rates are low and the small number of girls enrolled in school in some provinces is a major concern. The low number of qualified female teachers also remains a challenge. Two consortia ACCEL (Afghanistan Consortium for Community-based Education and Learning) and ACCESS (Afghanistan Consortium for Children's Education and Supporting Schooling) were selected to implement the programme in nine prioritised provinces of the country. They are a combination of national and international NGOs. ACCEL is led by Save the Children and ACCESS by War Child Canada.

FERs
Jan. 2018 – April 2019
Grantees:
IRC, Save the Children

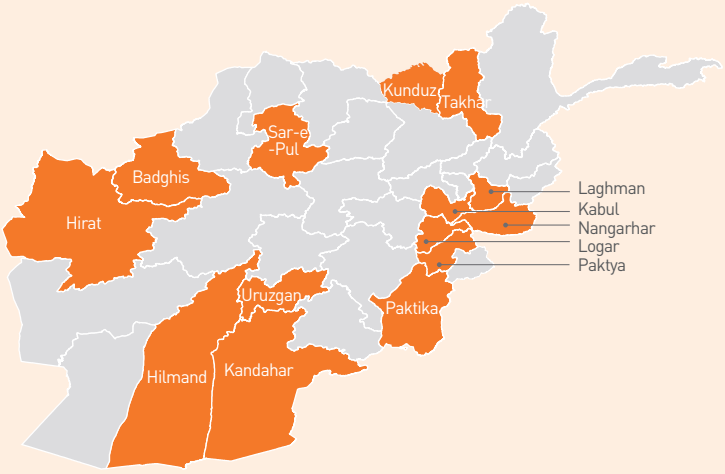
MYRP
March 2019 – Dec. 2021
Grantee: UNICEF

NATIONAL COUNTERPART
Ministry of Education

FINANCIAL INFORMATION
(in US$, as of end of 2019)



GEOGRAPHICAL AREAS OF IMPLEMENTATION



© UNICEF/Dejongh

PROGRAMME COMPONENTS

- Establishment of Community-Based Education (CBE) to increase access to education for emergency-affected children. Pre-primary classes, community-based classes, and accelerated learning classes were established, targeting the host community, returnees/refugees, and internally displaced children. CBE has shown significant gains for girls and children with disabilities.
- Improved learning environment for girls through a focus on female teacher recruitment and deployment. Of 3,621 teachers recruited, 46% are women. In Herat, where 97% of teachers are women, 83% of students in ALCs are girls. At the local level implementing partners have put in place the "Girls Learning to Teach – Afghanistan" in Kandahar province, with 75 girls from secondary schools (between grade 9 and 12) being supported to continue their education and join a women teacher apprenticeship scheme for six months
- Continuity of education for emergency-affected girls and boys. A monitoring and evaluation system was put in place to collect information on students, teachers and classrooms to track progress. Students are supported by implementing partners to receive their school registration numbers a mandatory step for subsequent registration to a hub-school.
- Improved quality of learning for emergency-affected girls and boys through trainings and improved monitoring system. Each teacher recruited receives a 12-day training, based on the Ministry of Education endorsed Teacher Induction Training for CBE. Teacher Learning Circles are put in place as in-class coaching, where teachers benefit from experienced master trainers and education officers in pedagogy. Action and accountability measurements have been put in place to evaluate student learning, basic literacy, numeracy and life skills.
- Safe and protective learning environments are established through community child protection and safeguarding measures. For all types of CBE classes, Community-Based Child Protection Mechanisms (CBCPM) and Shuras (SMC) address safeguarding and protection cases (including dropout) at the community and family level. All teachers recruited for CBE signed a Code of Conduct, developed by each consortium. In addition, the MYRP works to support and strengthen existing district, provincial and national structures, such as the Child Protection Action Network which is present in 100 districts in 33 provinces and aims to prevent and respond to child protection concerns.
- Disaster Risk Reduction (DRR) strategies were conducted, and nearly a third of the CBE have a school-based multi-hazard preparedness plan. These plans incorporate environmental risk reduction and awareness and are tailored to each school.

BANGLADESH

91,796
children reached

88,500
targeted

51% girls

Learners enrolled in learning opportunities provided in camps, settlements and host communities:

63,904
(51% girls)

Teachers trained:

1,941
(64% women)

Learning spaces built and equipped with necessary learning supplies:

325

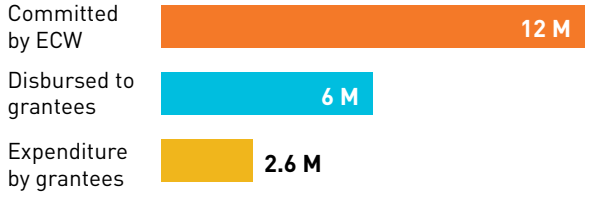
The conflict in Myanmar has pushed approximately 810,000 Rohingya refugees, mostly from Rakhine State, into 34 congested camps into neighbouring Bangladesh. The refugees — more than half of whom are children — have placed a significant burden on one of the least developed districts in Bangladesh. Schools in the Cox Bazar district had the lowest retention and achievement rates in the country. Children living in displacement camps face significant challenges from shortages of learning spaces to poor quality teaching. Many Rohingya children have been traumatised by the conflict at home, compounding their ability to concentrate on their studies. A majority of children have never participated in formal schooling prior to and since arriving in Bangladesh. About 65 per cent of children can only read letters, and not words, or can recognize a number from one to nine. Only 7 per cent of Rohingya refugee children can read a paragraph of text and/or do basic multiplication and division.

PROGRAMME COMPONENTS

- Improved access to safe non-formal learning opportunities and strengthened quality of education in refugee camps. Learning centers equipped with gender-segregated WASH facilities were established, and scholastic materials were distributed to encourage enrollment of children of both refugee and host communities. A structured learning framework was implemented and teachers were trained to provide progressive and measurable learning opportunities for children. Students were also given training in vocational skills such as solar installation and maintenance, hand sewing, embroidery and tailoring.
- Safe and protective learning environments for refugee and host community children. Teachers were trained on inclusive education, child protection, emergency preparedness, and provision of psychosocial support to children dealing with trauma. Teachers and parents collaborated with the community in areas of focus such as parenting, safe hygiene, prevention of harmful social practices and girls' education. Students accessed integrated education and protection services including structured MHPSS and life skills sessions, focused on hygiene management, safety, environment and disaster management, and leadership.

MYRP
Oct. 2018 - Sept. 2020
Grantees: UNESCO, UNHCR, UNICEF

FINANCIAL INFORMATION
(in US$, as of end of 2019)



GEOGRAPHICAL AREAS OF IMPLEMENTATION

© UNICEF/Paul

Ayesha (5), a child with disability, happily holds the slate to display her drawing skills during a class at her pre-primary school in Soyghoria village of Satkhira district.

CENTRAL AFRICAN REPUBLIC

IDP and returnee children re-integrated into formal schools:

11,463
(44% girls)

Children who completed an accelerated education programme and were reintegrated in formal education in Markounda:

1,053
(34% girls)

Children supported to pass end of year exams:

12,234
(43% girls)

One in five people in CAR have been displaced by violent conflict and prolonged political instability. More than 580,000 people are internally displaced and 606,000 are living as refugees in neighbouring countries. More than one third of CAR's population is acutely food insecure and 375,000 people have immediate survival needs and require emergency food assistance. The quality of education has deteriorated as many schools have been occupied by armed groups, looted and destroyed. In 2019, at least 30 per cent of schools were closed while those remaining open were overcrowded, short on learning materials and lacked properly trained teachers.

MYRP: March 2019 - Dec. 2021
Grantees: NRC, Plan International, UNHCR

FINANCIAL INFORMATION
(in US$, as of end of 2019)

NATIONAL COUNTERPART: Ministry of Education

PROGRAMME COMPONENTS

- Secure and quality school environments conducive to learning for crisis-affected children. Educational facilities in conflict-affected locations were built and rehabilitated to provide learners with safer learning spaces. Classrooms were furnished with benches and desks, and school materials kits were distributed to teachers and students to enhance learning opportunities. WASH and dignity kits were allocated to promote hygiene in schools and to increase school attendance.
- Access to formal and non-formal education opportunities meeting the needs of different learners. Remedial classes, accelerated learning programmes, bridge classes and capitation grants provided opportunities for students, particularly internally displaced children, to be reintegrated into formal education. Vocational training was given to increase livelihood opportunities of conflict-affected youth. Additionally, radio education was provided to children living in hard-to-reach areas in order to reduce literacy gaps.
- Improvement of the quality of education to ensure protection and continuity of learning in schools. Teachers were supported with stipends to encourage continuity in teaching and were trained on topics such as education in emergencies, child protection, psychosocial support, inclusive education, and WASH support. Supervisory visits by academic inspectors were organised to support teachers with technical assistance and mentorship in delivering education in emergencies. Students received psychosocial support and reinforced their capacities in resilience and life skills through recreation activities including sports, drama or dance to promote peace and social cohesion in schools.
- Strengthening of the capacity of education providers and community members to respond to the needs of crisis-affected children. Parent-teacher associations and other school stakeholders were trained on maintaining safe school environments, school management, and the importance of community participation in education. School officials received training and increased their capacity to monitor teaching and learning outcomes, and student access and retention in schools.

107,078
children reached

58,064
targeted

44% girls

© ECW/Zigoto Tchaya

A student smiles as she attends class in the ECW-supported Jean Colomb primary school in Bangui, Central African Republic.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

CHAD*

380,310
children reached

317,460
targeted

45% girls

Drop-out rate in ECW supported schools:

23.7% 2015/2016

Actual 2019 **17.9%**

Target 2019 16.7%

Children who received individual learning materials:

376,639
(45% girls)

Children attending classes in the 76 temporary learning spaces:

4,560
(45% girls)

The deteriorating security situation resulted in the displacement of more than 50,000 people in 2019, bringing the number of internally displaced people in Chad to 175,000. There are 468,000 refugees from Sudan, CAR and Nigeria, who are unable to return home. The refugees have placed additional pressure on the humanitarian situation which is characterised by poverty, food insecurity and malnutrition. Conflict and civil disruption have led to the closure of 1,000 schools and pushed more than 1.2 million children — many of whom are refugees or internationally displaced people — out of formal education. School children in Chad face risk of gender-based violence, recruitment by armed groups and family separation.

INITIAL INVESTMENT
April 2017 – Dec. 2019
Grantee: UNICEF

MYRP
Approved in Dec. 2019
Grantee: UNICEF

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

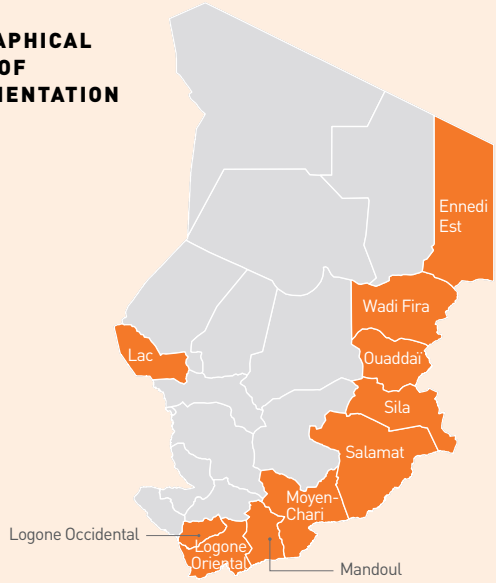
Committed by ECW	10 M
Disbursed to grantees	10 M
Expenditure by grantees	10 M

NATIONAL COUNTERPART: Ministere de l'Éducation Nationale et de la Promotion Civique.

PROGRAMME COMPONENTS

- Improved access to safe learning environments and distribution of learning materials. Children received a package featuring backpacks, school supplies and recreational materials. Temporary learning centers, classrooms and latrines were constructed. Teachers and community members were trained on school protection and inclusive education.
- Support of professional development for teachers and strengthening of local monitoring systems. To improve the quality of education, teachers were trained on pedagogy and subject matter, the management of multi-grade classes, class organisation, and textbook management. In addition, both communities and educational authorities received training and tools for community-based monitoring of education outcomes.
- Development of a sustainable model for community self-sufficiency in education and classroom maintenance. ECW supported the development of income-generating activities that helped communities provide schools with the necessary resources to facilitate continued attendance of children in school. Salary top-ups were provided to teachers to encourage continuity in teaching. Communities were engaged in the renovation of learning spaces and in monitoring student attendance.
- Development of an education-sector contingency plan endorsed by humanitarian and development partners that prepares national educational institutions to better respond to crises or natural disasters.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* Results captured on this country profile are from the Initial Investment grant (2017-2019). A MYRP was approved in Dec. 2019 and will be implemented in 2020.
** A MYRP was approved for the country in Dec 2019 with a start date on 1 Jan 2020. The amount committed by ECW for this MYRP is not included in the financial information as the Country Profiles only cover grants active in 2019.

ETHIOPIA*

142,840
children reached

77,255
targeted

38% girls

Secondary School Gross Enrollment Rate of Refugees:

Gambela Region

Target 2019 ..... 15%
Actual 2019 — 13.1%
4.7% 2015/2016

Benishangul Gumuz Region

Target 2019 ..... 15%
Actual 2019 — 9.9%
4.9% 2015/2016

Primary School Gross Enrollment Rate of Refugees:
Gambela Region

Target 2019 ..... 75%
Actual 2019 — 73%
67% 2015/2016

Primary refugee teachers who enrolled in an accredited certification programme:

Target 2019 900
Actual 2019 — 683

Ethiopia hosts the second largest refugee population in Africa. More than 920,000 refugees and asylum seekers are registered in the country. Almost 60 per cent of the refugees have resided in Ethiopia for more than five years. Conflict, displacement, floods, drought and disease outbreaks remain key drivers of humanitarian needs. Millions are also chronically food insecure. Donor investment and renewed government commitment has led to an increased number of refugee children being enrolled in primary school. However, quality of education for refugee children has been compromised by inadequate teacher training, high student-teacher ratios and a lack of learning materials.

INITIAL INVESTMENT
April 2017 - Dec. 2019
Grantee: UNICEF

MYRP
Approved in Dec. 2019
Grantee: UNICEF

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

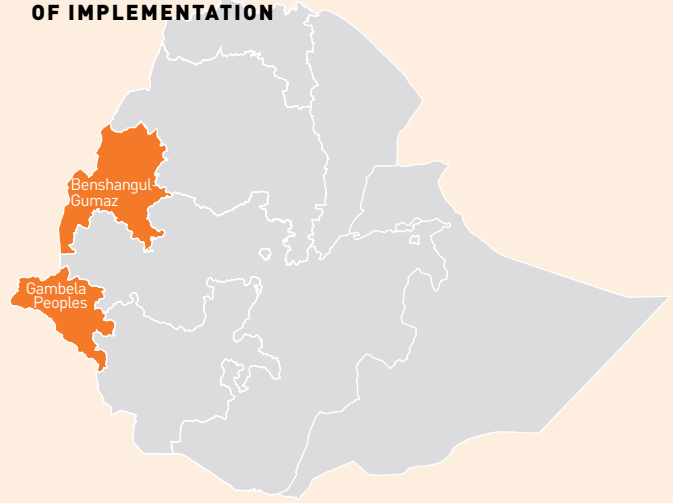
Committed by ECW	15 M
Disbursed to grantees	15 M
Expenditure by grantees	10.5 M

NATIONAL COUNTERPART: Regional Education Bureau Gambela and Benishangul-Gumuz (Ministry of Education)

PROGRAMME COMPONENTS

- Expansion of school access for refugees and host community children. Existing primary and secondary schools were upgraded to accommodate increased enrolment. Support and capacity development for parent-teacher-student associations was provided to develop school improvement plans.
- Distribution of learning materials and activities promoting social-emotional health. To improve teaching and learning environments, classrooms received textbooks, teacher guides, school supplies, and science and recreation kits. Play and sports activities were used to improve school environments.
- Support for refugee teacher professional development and strengthening of education management and monitoring in schools. Refugee teachers were enrolled in in-service Ministry of Education accreditation programmes. Education planners and Ministry of Education officers were trained in conflict-sensitive education planning and data collection, while local school management staff were trained in the implementation of learning assessments.
- Ensuring long-term sustained access to secondary education. Increased enrolment through building or rehabilitation of model refugee-inclusive secondary schools equipped with teacher rooms, a library, science laboratories, an ICT/pedagogy centre, sex-segregated latrines, and accessible for children with disabilities.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* Results captured on this country profile are from the Initial Investment grant (2017-2019). A MYRP was approved in Dec. 2019 and will be implemented in 2020.
** A MYRP was approved for the country in Dec 2019. The amount committed by ECW for this MYRP is not included in the financial information as the Country Profiles only cover grants active in 2019.

SOMALIA

29,491
children reached

55,500
targeted

44% girls

Out-of-school children enrolled in temporary learning centres:

2,490
(45% girls)

Children reached with individual learning materials:

13,067
(44% girls)

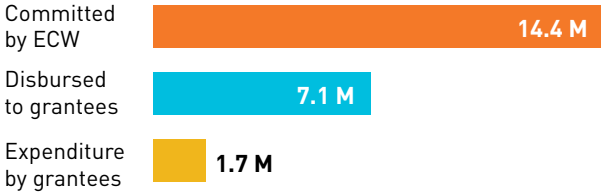
Classrooms rehabilitated and equipped with teaching and learning materials:

88

MYRP: July 2019 - June 2021
Grantees: ADRA (Federal Government of Somalia and Member States), Save the Children (Puntland), UNICEF (Somaliland)

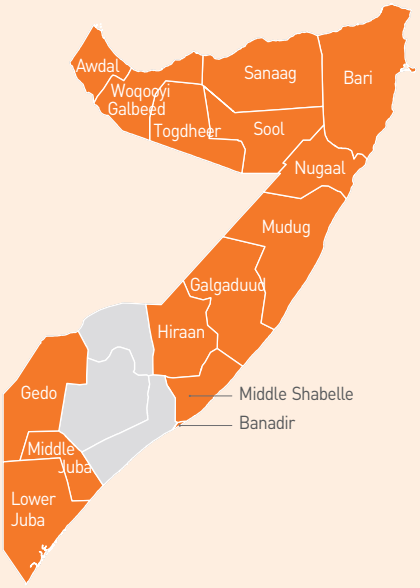
NATIONAL COUNTERPART: Ministry of Education of Hirshabelle State, The Ministry of Education and Science of Somaliland (MoES), Ministry of Education and Higher Education

FINANCIAL INFORMATION
(in US$, as of end of 2019)



Protection concerns remain a core driver of humanitarian needs in the country. Nearly 302,000 people were newly displaced in 2019 due to climatic shocks, conflict and other factors. Decades of conflict has left more than 3 million children currently out of school and another 1 million displaced inside their country. Delivering education services in Somaliland and Puntland state has benefited from relative stability and development. However, educational outcomes in south and central Somalia are lackluster and many primary and secondary schools are managed by non-state providers. Across the country the education system is challenged by poorly trained teachers, issues with paying teachers, a patchwork of curricula and poor educational infrastructure.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



PROGRAMME COMPONENTS

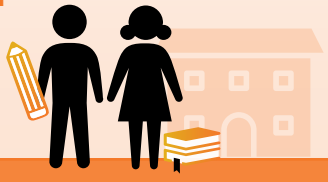
- Increased access to safe and protected learning environments for displaced children. Social mobilisation and sensitisation campaigns generated awareness among community members about the importance of education and led to increased enrollment of out of school children into learning centers. Classrooms and WASH facilities were rehabilitated and desks were provided. School feeding programmes and safe drinking water helped enhance access to education, reduced absenteeism, and kept students in school.
- Improvement of the quality of education. A flexible alternative model of non-formal education was established to meet the educational needs and schedules of different children, particularly girls who have never been to school or have dropped out of school. Community Education Committees and education planners were trained on conflict management, school resource management, gender and child safeguarding. Financial incentives were provided to teachers to support continuity of service.
- The results of the MYRP vary slightly across the three locations although all focus on improving access to education services for children. The programme in Puntland and on a Federal level focuses on the school level by making schools and non-formal learning centres and their communities more resilient, safe, accredited and inclusive so that children can start learning more. In Somaliland and on Federal level there is a specific result on system strengthening and quality assurance together with the Ministry of Education to manage EiE situations
- As the programme only recently started, the first steps have been taken whereby implementing partners are selected, a baseline is conducted or finalised, schools and communities are selected in cooperation with the relevant governmental counterparts, and the necessary procurements for material and equipment's is in process. Some of the selected locations were part of the FER so to create continuity while others are new as the budget of the MYRP is bigger. The initial data from the baseline as well as from the FER shows that there is a huge and diverse need for learners and education personnel ranging from teaching capacity and presence, infrastructure and teaching and learning material requirements for classrooms and WASH facilities, nutrition and protection concerns. Besides this, access issues are huge with a GER of 57.8% for Puntland, and 37% for South Central Somalia. The grantees have therefore started their first back-to-school campaigns or similar activities so to get children, especially girls back to and stay safe in schools and/or learning centres.

© UNICEF/Naftalin

SOUTH SUDAN*

N/A
children reached

500,000 targeted



Children targeted by pre-primary education:

Target ..... at least 100,000 (50% girls)

IDP, returnee and host community children targeted by primary level learning opportunities:

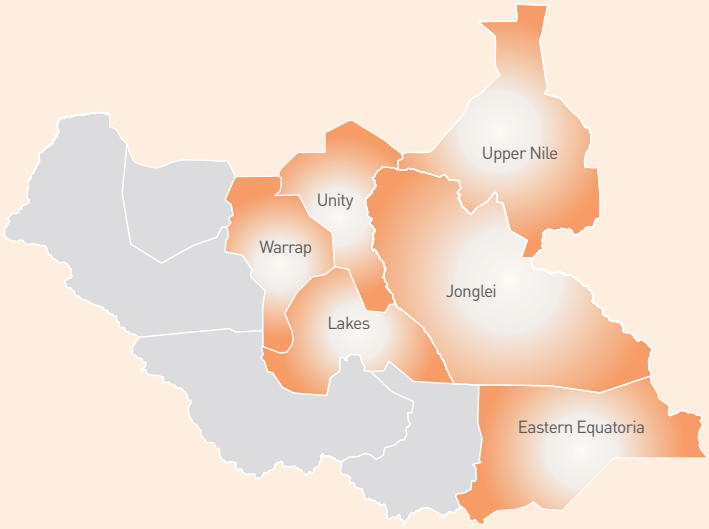
Target ..... at least 200,000 (50% girls)

Out of school/over-age children targeted by accelerated schooling:

Target ..... at least 60,000 (50% girls)

The effect of many years of prolonged conflict, chronic vulnerabilities and weak essential services has left 7.5 million people – more than two thirds of the population – in need of humanitarian assistance. More than 4 million South Sudanese live in displacement camps and informal settlements, 2 million inside the country and another 2.2 million in neighbouring countries. Heavy seasonal flooding in 2019 affected more than 900,000 while food insecurity reached record levels. Nearly half of the internally displaced are children, most under 5 years of age. More than 2 million children are out of school, vulnerable to exploitation and recruitment by armed groups.

PLANNED GEOGRAPHICAL AREAS OF IMPLEMENTATION



MYRP: Jan. 2020 - Dec. 2021
Grantee: Education Consortium (led by Save the Children)

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

Committed by ECW	**$30 M (over three years)**
Disbursed to grantees	**n/a**
Expenditure by grantees	**n/a**

* The MYRP for South Sudan was approved in December 2019. There are no results to report as programme implementation had not started by end of 2019. This profile provides an overview of the programme components and of the beneficiaries targeted by planned interventions.

** A MYRP was approved for the country in Dec 2019 with a start date on 1 Jan 2020. The amount disbursed by ECW and expenditure by grantee for this MYRP is not included in the financial information as the Country Profiles only cover grants active in 2019.

Children targeted by secondary education and TVET:

Target ..... up to 140,000

PROGRAMME COMPONENTS

- Increase access to education for IDPs, returnee and host community children, including children with disabilities. 500,000 children will have access to early childhood, primary, and secondary education services. Alternative, accelerated, community based, or mobile opportunities will be made accessible for harder to reach boys and girls. Secondary and TVET learning will also be available and functional.
- Support of continuing education for learners. The MYRP will retain at least 30% more of the newly enrolled IDP, returnee and host community boys and girls for a full three years of education and support them to transition successfully to further education or training.
- Delivery of higher quality and more consistent learning opportunities through teacher development. 5,000 new female teachers will be recruited upon completion of secondary school and given pre-service training in order to increase the number of female teachers in the workforce. Continuous professional development in assessment, inclusive education, gender sensitivity, codes of conduct, MHPSS, Child Protection, and SEL will be provided for existing and new teachers.
- Ensure access to safe and protective learning spaces and support for children, particularly for girls and children with disabilities. Gender-sensitive WASH facilities, ramps, and fences will be made available and in proximity to communities for increased protection. Child protection, mental health, nutritional and psychological support services will be provided so that children and communities may thrive.

© ECW/Orgocka

STATE OF PALESTINE*

2,414
children reached

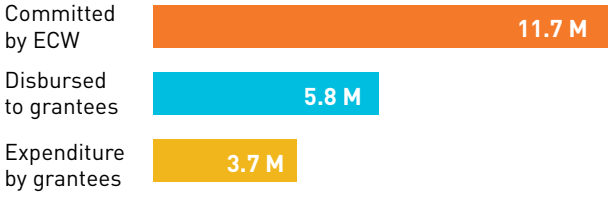
496,756
targeted

49% girls

The protracted crises continues to drive vulnerability and humanitarian need in Palestine. Despite some improvement in the Gaza economy in 2019, unemployment has risen to almost 47 per cent. Nearly half the population lives below the poverty line of US$5.50 per day and an estimated 62 per cent of households are food insecure. The humanitarian situation in the West Bank is less acute, but remains a concern. Of the 1.3 million children enrolled in school nearly one third require ongoing assistance. Despite improvements in access to early learning, many children face barriers including constraints on mobility, poor school infrastructure and ongoing violence. School absenteeism and dropout rates are high.

MYRP: March 2019 - Dec. 2021
Grantee: UNICEF

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

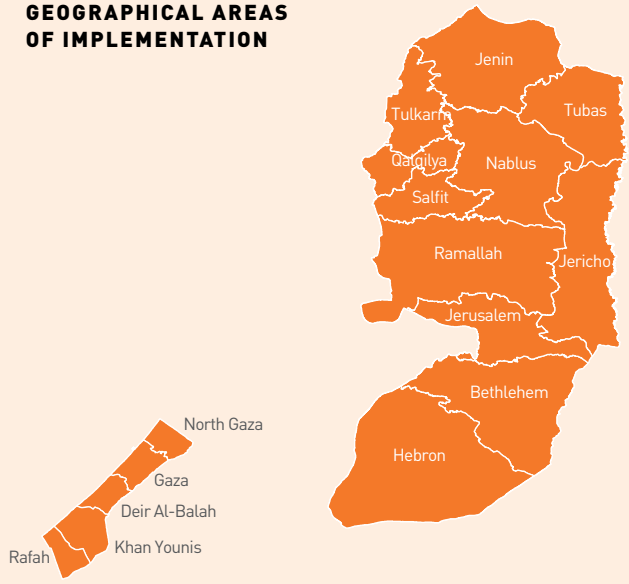


NATIONAL COUNTERPART: Ministry of Education

PROGRAMME COMPONENTS

- Access to safe, quality learning environments and adequate infrastructure. School infrastructure was enhanced by improving the safety of learning spaces, establishing WASH facilities and providing furniture. Transportation will be provided to children and teachers for increased safety.
- Quality and inclusive education. Training will be provided to teachers on child-centred teaching and learning methods, complemented by the provision of updated support and learning material. Training will also be provided on addressing special learning needs.
- Protection, psychosocial support and safe learning environments. Counselors and education personnel will continue to provide psychosocial support to children in conflict zones. Government schools will be equipped with first aid and general/emergency safety tools, alongside operational training on Disaster Risk Reduction to strengthen capacity to respond to emergencies.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* Measurement of results still pending: the programme entered full implementation only in the second half of 2019.
** Grantee UNICEF transferred $3.4 M to sub-grantees UNDP, UNESCO and UNRWA by 31 Dec 2019. The expenditure of $0.7 M includes the actual expenditure by the three sub-grantees.

SYRIA*

300,013
children reached

85,000
targeted

46% girls

Out-of-school children who enrolled in formal and non-formal education:

Actual 2019 — **102,130** (45% girls)
Target 2019 — 65,000

Children who completed non-formal programmes and were referred to formal education:

Actual 2019 — **9,203** (51% girls)
Target 2019 — 4,000

Children reached with teaching and learning materials:

231,983

Teachers or administrators trained:
(4,289 (50% girls) teachers and administrators financially supported)

Actual 2019 — **4,448** (45% girls)
Target 2019 — 3,000

The 9-year-old conflict in Syria continues to drive the world's largest refugee crisis, with 5.6 million refugees in the region. In addition, more than 6 million Syrians are internally displaced. Increased conflict since the Turkish-led military offensive in late 2019 resulted in civilian deaths and significant displacement. During the protracted humanitarian crisis more than 650 attacks have been recording on schools. The conflict poses a significant threat to children's access to education. Currently, more than 2 million Syrian children are out of school. Some have not been to class for more than seven years.

INITIAL INVESTMENT
April 2017 - June 2019
Grantee: UNICEF

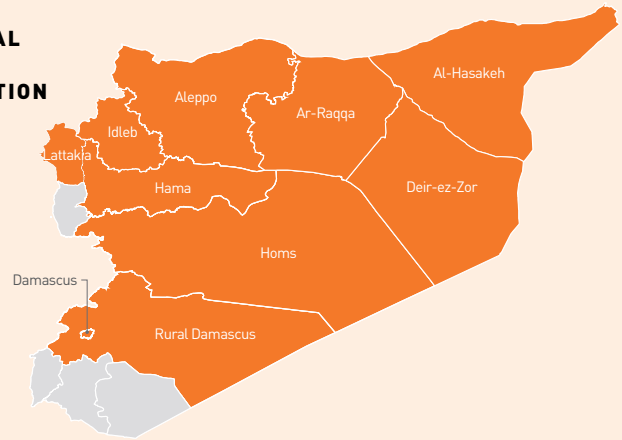
FER
July 2018 - Dec. 2019
Grantee: UNICEF

MYRP
Approved in Dec. 2019
Grantees: Save the Children and UNICEF

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

Committed by ECW	18.0 M
Disbursed to grantees	18.0 M
Expenditure by grantees	17.9 M

GEOGRAPHICAL AREAS OF IMPLEMENTATION



PROGRAMME COMPONENTS

- Improved access to inclusive learning opportunities. Temporary learning centers, WASH facilities, and classrooms were established or rehabilitated to improve educational spaces. Teaching and learning supplies were provided, along with heating fuel and heaters to create an environment that would be conducive to learning. Additionally, children with disabilities were provided with transportation and accessibility assistance to ensure equal access to school.
- Support for teachers professional development and provision of teacher incentives. Teachers were trained in education in emergencies, psychosocial support, curriculum, and child-centred and protective pedagogy. Teacher trainings equipped teachers with the skills and knowledge to appropriately respond to needs of the students in emergency settings. Children were provided psychosocial support through case management as a result of these trainings. Stipends were provided as incentives for teaching personnel to maintain continuity of services by reducing teacher absenteeism.
- Mobilisation of communities through Back-to-Learning campaigns. Partners conducted campaigns to reinforce the importance of education and encourage out-of-school children to enroll. Sessions with parents, community members and children discussed ways to access education and mapped out various education services available.
- Transition of children from non-formal education to formal education. Children who successfully completed their non-formal programmes were referred to the formal system to continue their education. Transition was facilitated with continued support to students.

* Results captured on this country profile are from the Initial Investment grant (2017-2019) and the FER grant (2018-2019). A MYRP was approved in Dec. 2019 and will be implemented in 2020.

** A MYRP was approved for the country in Dec 2019 with a start date in Jan 2020. The amount committed by ECW for this MYRP is not included in the financial information as the Country Profiles only cover grants active in 2019.

UGANDA

151,436
children reached

125,904
targeted

48% girls

Gross enrollment ratio in primary education for refugee children:

Actual 2019 — **75%** (71.4% girls)

Baseline 2017 — 53%

Pass rate to primary leaver's examination in MYRP-supported schools:

Actual 2019 — **87%** (81% girls)

Baseline 2017 — 78% (68% girls)

Classrooms built
(accessible for boys and girls and children with disabilities):

Actual 2019 — **155**

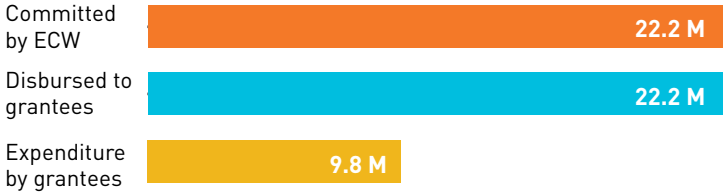
Target — 140

FER:
April 2018 - Dec. 2019
Grantee: UNHCR

MYRP:
Sept. 2018 - Dec. 2021
Grantees: Education Consortium (led by Save the Children), UNHCR

NATIONAL COUNTERPART:
Ministry of Education and Sports (MoES)

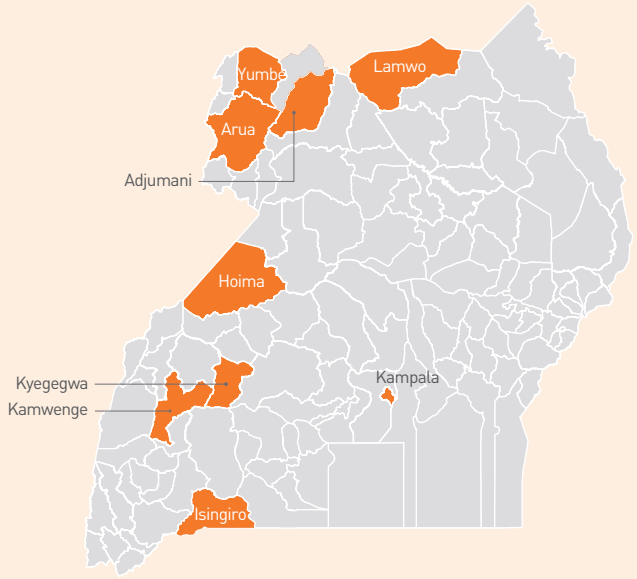
FINANCIAL INFORMATION*
(in US$, as of end of 2019)



Uganda is host to the third largest refugee community in the world as more than a million have crossed its borders from South Sudan, the Democratic Republic of the Congo and Burundi. More than 60 per cent of Uganda's refugees are under the age of 18. Refugees fleeing conflict in South Sudan are concentrated in the north of the country which is the least developed and struggles to cope with the refugee burden.

The refugee focused MYRP started in September 2018 and aims to improve access and delivery of quality education for refugees and host communities affected areas in the border regions. The MYRP is fully based on the Ugandan Government endorsed Education Response Plan for Refugees and Host Communities (ERP) and Comprehensive Refugee Response Framework (CRRF) and works together in making the education system more inclusive to refugees.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* The financial information includes a new commitment/ disbursement of $11 million made in Dec. 2019 for the MYRP.

WASH facilities built
(accessible for boys and girls and children with disabilities):

Actual 2019 — **572**
Target ····· 446

Children reached with scholastic materials:

Actual 2019 — **151,436 (47% girls)**
Target ····· 112,007

Girls reached with reusable menstrual hygiene kits:

Actual 2019 — **28,000**
Target ····· 27,272

Teachers trained on inclusion of children with disabilities:

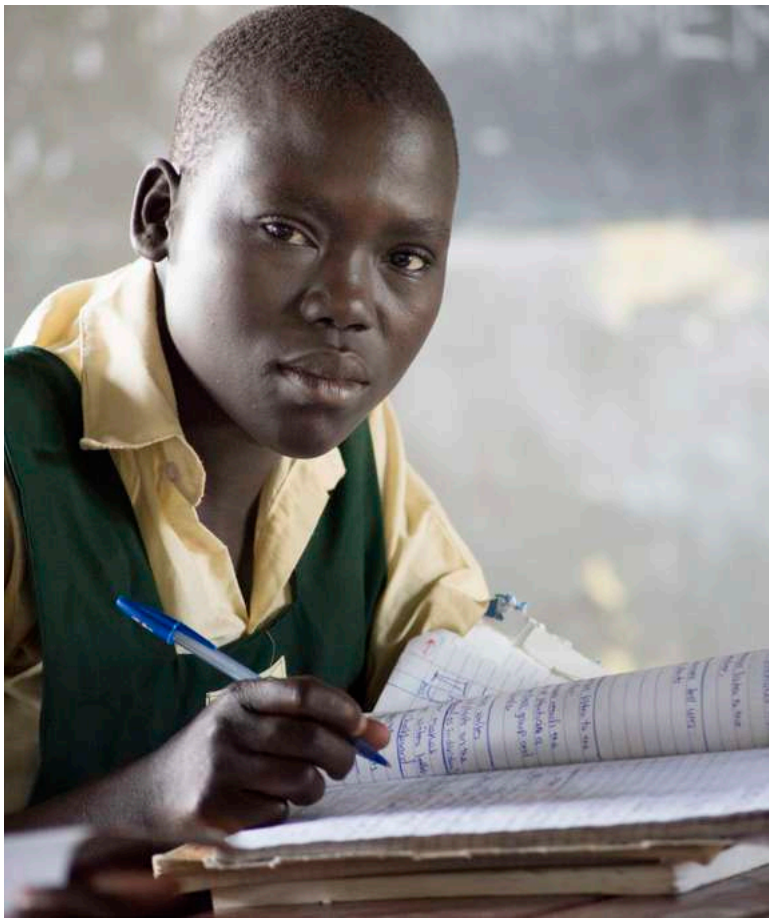
Actual 2019 — **1,646**
Target ····· 1,404

PROGRAMME COMPONENTS

In total the programme supported over 150,000 children in 105 schools across 14 settlements. In 2019 about 129,000 children were directly supported (16,000 above target) and the following was achieved:

- The increased total gross enrolment ratio in primary education for refugee children means that 60.000 more refugees in Uganda now have access to primary education and 23,172 to accelerated learning programmes. ECW contributed strongly to this by directly supporting 128,720 children and received recognition from the national government in this regard. Special attention is sought to promote girl's education, including the distribution of about 28,000 reusable menstrual hygiene kits and education on how to use them. In total 48% of the children supported are girls compared to 46% in 2018.
- To maintain quality education with the increased enrolment, over 1,700 teachers have been trained on topics such as the Accelerated Education Programme curriculum, Teachers in Crisis Contexts, child protection, teaching students with disabilities, and child safeguarding. In addition, scholastic and teaching materials were distributed. In certain schools this resulted into a reduction in pupil teacher ratio's, while in other areas, it hasn't due to increased enrolment. The average pupil-teacher ratio stands at 88 children for one teacher. Although this is down from 113 in 2018, increased support is imperative.
- For most children in Uganda, the primary leaver's examination (PLE) is the gateway to enter post-primary education and to many forms of employment. In schools supported by the MYRP, the overall pass rate to this test registered a 9% increase between 2017, the first year after the peak of the refugee influx, and 2019. The gender gap in the performance of boys and girls to this exam was also reduced from 13% to 7% over this 3-year period. The programme will continue to focus on decreasing the gender gap between boys and girls through specific targeted intervention such as teacher training and menstrual hygiene management support. In addition, through Plan International's technical support, every partner will be trained on gender approaches adapted to the local context and supported to develop a gender work plan.

© UNICEF/Bongyereirwe



© UNICEF/Prinsloo

Teacher Albert Matakone uses a computer tablet as a reference as he teaches children about the human digestive system at a school in Baigai, northern Cameroon.

CAMEROON

16,146
children reached

24,611
targeted

51% girls

Teachers trained:

97
(51% female)

Children who re-enrolled in the 2019-20 school year after receiving capitation grants:*

1,213
out of 1,348 learners

Total children reached by PSS services:**

452
(56% girls)

A resurgence of violence in Cameroon uprooted more than 486,000 people and led to more people fleeing their villages. Unrest has been marked by armed attacks, abductions – including of children – looting and destruction of infrastructure. Some 80 per cent of schools have been forced to close denying 950,000 students or 90 per cent of school-aged children access to formal education. Children living in insecure regions have been traumatised by their experiences and are vulnerable to exploitation and abuse.

FER: July 2019 - Aug. 2020
Grantees: Danish Refugee Council, Plan International, UNESCO, WFP

FINANCIAL INFORMATION
(in US$, as of end of 2019)

PROGRAMME COMPONENTS

- Improved access to safe and quality education for children affected by ongoing crises. Facilitators will be trained to provide educational opportunities in places of worship and Child Friendly Spaces. Schools will be supported with feeding programmes and teaching and learning materials to boost attendance and enhance students' performance in school. Tuition scholarships and capitation grants have been provided to support increased enrollment of children in schools. E-learning materials in Mathematics, English, Science, and Life skills have been developed and will be used by trained instructors and children in community and faith-based centres.
- Protected school environments conducive to continued learning. Psychosocial support activities, including counseling sessions, are being carried out. School closures, affected schools, and attack on education are being documented on digital platforms to support response and advocacy strategies for education in emergencies. Teachers, school administrators, and community facilitators will be trained on child protection in emergencies and the prevention of gender-based violence.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

* capitation grants are paid to schools to cover school fees
** PSS services included counselling sessions, peer-to-peer support, and recreational kits to support socio-emotional learning.

CYCLONE IDAI AND KENNETH

COMOROS, MALAWI, MOZAMBIQUE, ZIMBABWE

Children reached with teaching and learning materials:	Teachers/administrators trained:	Classrooms built/ rehabilitated:	Classrooms supported with teaching and learning materials:
192,016	5,945 (52% women)	345	966

In March and April 2019, Southern Africa was hit by two cyclones, Idai and Kenneth, that left a trail of destruction in their path. The heavy rain and strong winds destroyed homes, public infrastructure, and livelihoods. Compromised transportation routes, a shortage of teachers and damaged schools, and lack of teaching and learning materials have conspired to reduce quality and access to education. The cyclone compounded ongoing humanitarian challenges including food insecurity and economic hardship.

In Malawi, Cyclone Idai disrupted the education of an estimated 300,000 students as schools were turned into displacement camps severely impacting the normal delivery of services. In Zimbabwe, Idai affected about 139 schools, negatively impacting the education of more than 90,000 children. Mozambique was affected by both cyclones which damaged or destroyed about 1,300 schools and 4,200 classrooms, with teachers and students requiring psychosocial support. In addition, in Comoros, Cyclone Kenneth left 45,000 children without access to education, destroyed more than 200 classrooms and damaged another 465 classrooms.

PROGRAMME COMPONENTS

- Access to safe and equitable learning spaces. Temporary learning spaces, classrooms, and schools were rehabilitated and constructed, providing school children with suitable learning spaces of improved quality and guaranteed safety. Gender-segregated latrines and disability friendly facilities were constructed. Schools met safe learning environment standards.
- Continuity of education. Families were provided with conditional cash transfers to pay school fees. The provision of teaching and learning materials, including textbooks, replacing those lost due to the cyclones, and the implementation of a school feeding programme encouraged the re-enrollment of children.
- Provision of gender-sensitive psychosocial support (PSS) for boys and girls. Teachers were trained in PSS and PSS materials continue to be distributed to schools. Children were referred to and received psychosocial services.
- Capacity strengthening of School Management Committees (SMCs) and the community. SMCs were trained on disaster risk reduction mitigation in order to promote the safety and well-being of learners, teachers, and school personnel. Volunteer teachers conducted community awareness meetings with parents on girls' education and followed up with families to ensure girls were reenrolled in school.

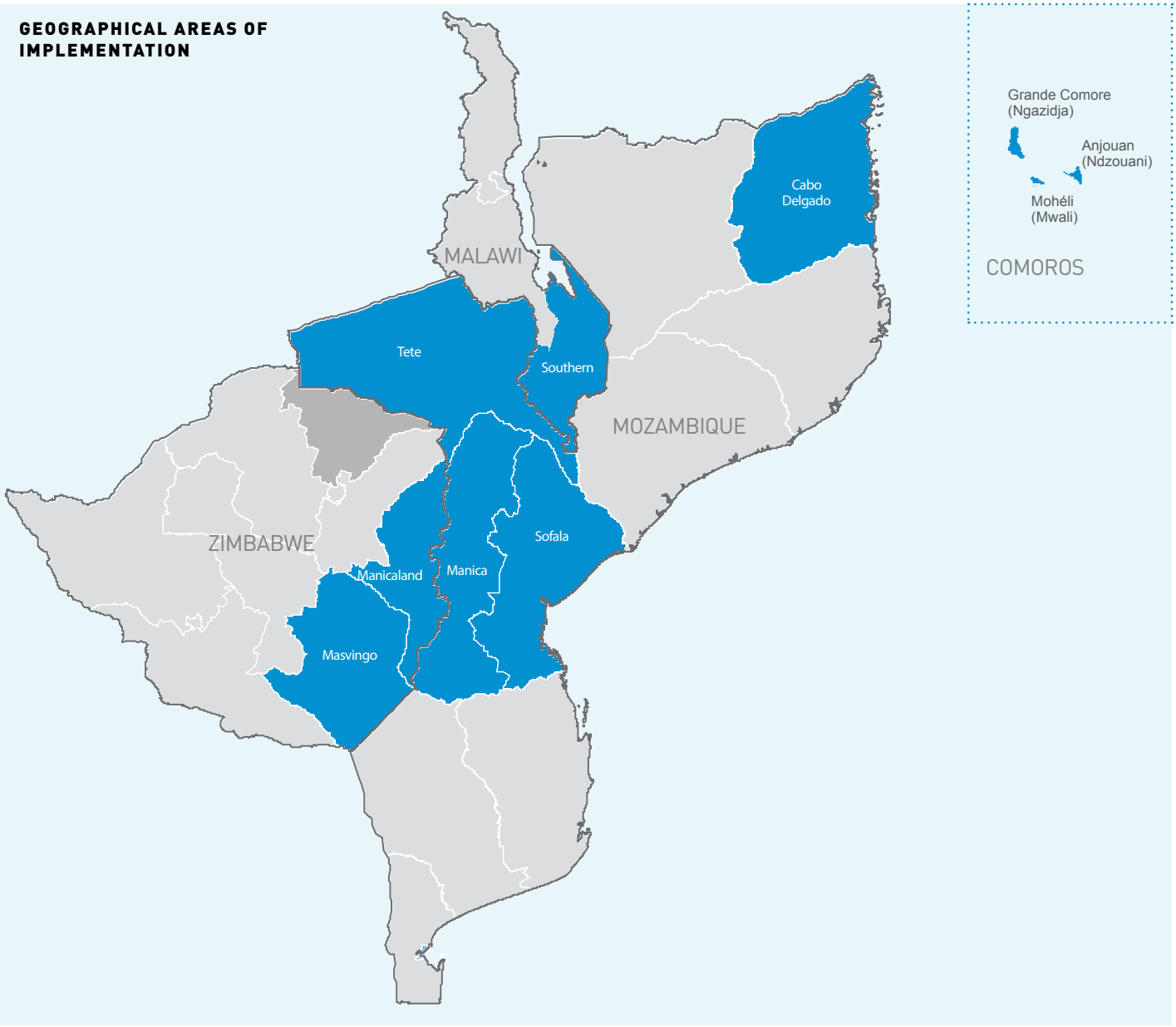
© UNICEF/Berger

666,751*
children reached

412,762
targeted

49% girls

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* Wide distribution of learning materials and wide implementation of school feeding were such that targets were exceeded.

MALAWI

Children who showed increased attendance in schools offering school feeding:

Actual 2019 — **32,689 (51% female)**
Target 2019 ····· 32,000

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.5 M
Disbursed to grantees	2.5 M
Expenditure by grantees	1.5 M

FERs: April 2019 - May 2020
Grantees: Action Aid, Save the Children, UNICEF, WFP, World Vision

NATIONAL COUNTERPART: Malawi Ministry of Education, Science, and Technology

MOZAMBIQUE

Children who attended formal education:

Target 2019 ····· 9,617
Actual 2019 — **9,317 (49% girls)**

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	10.4 M
Disbursed to grantees	9.1 M
Expenditure by grantees	3.6 M

FERs: March 2019 - Aug. 2020
Grantees: AVSI, CESC, Food for the Hungry, Plan International, Save the Children and UNICEF Education Cluster, UNHABITAT, UNICEF, World Vision

NATIONAL COUNTERPART: Mozambique Ministry of Education

ZIMBABWE

Average rate of attendance* for children and youth in ECW-supported learning spaces:

Actual 2019 — **91%**
Target 2019 ····· 70%

Child protection cases identified and referred:

23**

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.3 M
Disbursed to grantees	2.3 M
Expenditure by grantees	1.8 M

FERs: April 2019 - June 2020
Grantees: CARE, Plan International, Save the Children, UNICEF, World Vision International

NATIONAL COUNTERPART: Zimbabwe Ministry of Primary and Secondary Education

COMOROS

Children reached with individual learning materials:

Actual 2019 — **14,330 (49% female)**
Target 2019 ····· 8,000

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	0.6 M
Disbursed to grantees	0.6 M
Expenditure by grantees	0.3 M

FER: July 2019 - June 2020
Grantee: UNICEF

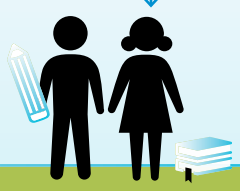
* This is in the Manicaland province.
** 100% of children in ECW-supported learning environments accessed education and protection services in ECW-supported learning environments.

DEMOCRATIC REPUBLIC OF THE CONGO

46,122
children reached

43,315
targeted

49% girls



Attendance rate in ECW-supported learning spaces in Tanganyika province:

93%

Children reached with remedial classes and cash transfers who were reintegrated into formal education:

7,707
(49% girls)

Violent conflict, recurring epidemics and natural disasters compound high levels of poverty, weak public services and conflict over natural resources. With five million IDPs, DRC is also home to the largest population of internally displaced people in Africa, including more than 940,000 displaced in 2019 alone. Almost 16 million people face food insecurity and 3.8 million children under 5 are acutely malnourished. DRC has one of the largest populations of out-of-school children – with over 3.5 million primary school children not in school. Despite some progress in the last decade, DRC's education system still faces a wide range of challenges.

PROGRAMME COMPONENTS

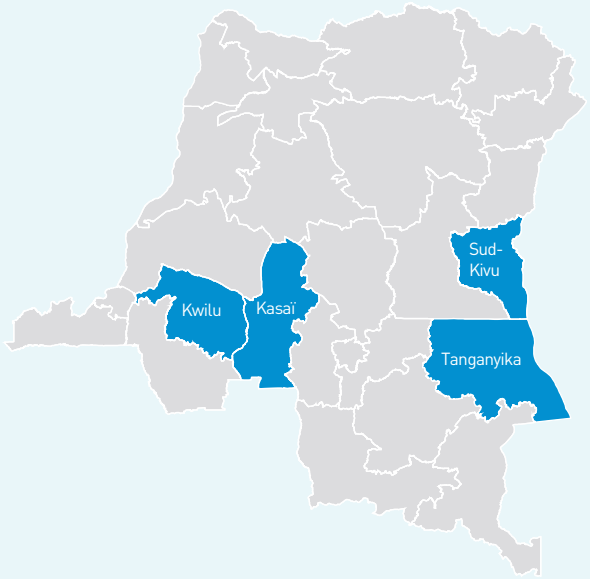
- Reintegration of formerly out-of-school children into formal education. About 10,000 children attended catch-up courses and took the end-of-cycle exam for primary school, enabling them to re-join the formal education system.
- Protection in learning environments. Teachers were trained on pedagogy, Early Childhood Care and Development principles, basic hygiene practices, risk management and psychosocial support to enhance their capacity to respond to the needs of children in emergencies. Recreational activities and risk reduction plans were also developed to provide psychosocial support and counter trauma.
- Protection in home environments. Alongside teachers, parents were also trained on child protection. This was to enhance positive parenting and avoid adopting negative coping mechanisms.
- Provision of Psychosocial support. After-school clubs were set up to create opportunities for physical, intellectual, and creative stimulation, with the goal of encouraging student engagement, interaction, and to provide support to students.
- Upgrade of school infrastructure and distribution of teaching and learning materials. Learning environments were improved through the rehabilitation of classrooms, gender-separated latrines were constructed and rehabilitated, and furniture, classroom materials and recreational supplies were provided.

FERs: April 2018 - April 2019
Grantees: AVSI, NRC, UNICEF

FINANCIAL INFORMATION
(in US$, as of end of 2019)

NATIONAL COUNTERPART: Ministry of Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION



© UNICEF/Tremeau

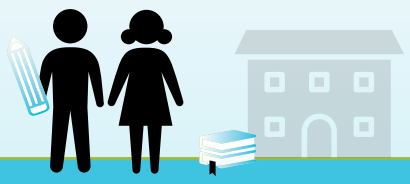
Students attend a class in a temporary tent school in the Democratic Republic of the Congo.

GREECE

2,589
children reached

4,950
targeted

40% girls



Refugee children reached with non-formal education:

2,589
(40% girls)

Refugee children and youth reached with individual learning materials:

410

Youth reached with short-term skills programmes:

247

In 2019 around 75,000 refugees and migrants arrived in Greece from countries including Afghanistan and Syria. The new arrivals represented a 50 per cent increase on the previous year bringing the total number of refugees in Greece to 112,000. Most of the refugees are located on islands where shelter is in short supply and conditions are overcrowded and unhygienic. More than 8,000 refugee children staying in reception centres do not have access to education. Across Greece, only 58 per cent of refugee and asylum-seeking children have access to formal education. On the islands, just 22 per cent of the new arrivals are enrolled in school.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

FER: July 2019 - June 2020
Grantee: UNHCR

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.8 M
Disbursed to grantees	1.4 M
Expenditure by grantees	1.2 M

NATIONAL COUNTERPART:
Ministry of Education

PROGRAMME COMPONENTS

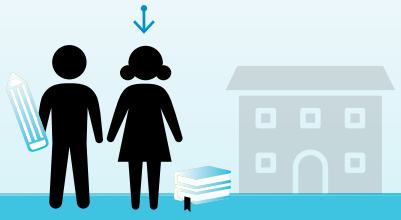
- Increase of access to non-formal education in a protective learning environment. Non-formal education centres located outside reception centres provided over 2,000 children with access to education, recreational activities and psychosocial support.
- Distribution of learning materials for students. Learning environments were improved through distribution of individual learning material.
- Teachers trained on child protection, PSS, and pedagogy. Public school teachers and educators were trained on safeguarding children, psychosocial support, lesson planning, classroom management, teaching Greek as a second language, tablet-based digital language learning as well as the prevention of gender-based violence.

INDONESIA

63,302
children reached

60,200
targeted

51% girls



Children and teachers reached with psychosocial support:

	Teachers	Children
Target 2019	700	
Actual 2019	213	2,181
Target		1,680

Crisis-affected children attending ECW-supported temporary learning spaces:

2,996
(49% girls)

Children reached with educational supplies:

Actual 2019	49,033
Target 2019	45,000

In September 2018 a powerful earthquake struck off the coast of Sulawesi Island, triggering a tsunami and landslides. More than 2,000 people died in the disaster, tens of thousands of homes were destroyed and approximately 200,000 people were displaced. At the same time, more than 160,000 students had their educations disrupted as around 1,500 schools were damaged and required the construction of temporary classrooms.

FERs: Oct. 2018 - March 2020
Grantees: Save the Children, UNICEF

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.6 M
Disbursed to grantees	2.4 M
Expenditure by grantees	2.4 M

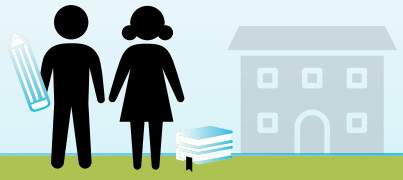
NATIONAL COUNTERPART:
Ministry of Education and Culture (MoEC)

PROGRAMME COMPONENTS

- Increase of access to inclusive education. Temporary learning spaces were established to enable continuity of education while the government planned for school rehabilitation. Education supplies along with recreational and learning materials and kits for children with disabilities were distributed to enhance access. Child-friendly spaces were created to provide an additional avenue for the provision of psychosocial support to students, teachers, parents and community members.
- Enhanced quality of education. Trainings were held for teachers, school supervisors, headmasters and other stakeholders on child protection and gender-based violence, psychosocial support, Education Childhood and Care Development, and education in emergencies. The aim was to increase the capacity of delivering education in a context characterised by a high prevalence of trauma among students.
- Distribution of learning and recreational materials for students and teachers. Learning environments were improved through distribution of education, recreational, and early childhood development kits for children.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

LEBANON



Schools equipped with teaching and learning software materials and equipment:

Actual/ Target 2019 ---------- **300/** 300

Education personnel coached on the use of equipment and learning software:

Actual/ Target 2019 ---------- **600/** 600

Lebanon has been hit hard by the humanitarian crisis in neighbouring Syria. In 2019, nearly 3.2 million people in Lebanon, half of them refugees from Syria, required urgent assistance. Around 631,209 Syrian children and 447,400 vulnerable Lebanese children faced challenges accessing education. Most refugees rely on Lebanon's public education system, which faced challenges before the Syrian war. Only 30 per cent of Lebanese students went to public schools, which experienced high rates of grade repetition and dropouts.

PROGRAMME COMPONENTS

- Support of schools, teachers and students, through a range of high-quality teaching and learning software, materials, and equipment focused on Francophone education. French didactic material was procured for the French language, maths and sciences, targeting children between ages 6 and 12 years of age in collaboration between UNESCO and the Ministry of Education and Higher Education of Lebanon. Materials reached 300 schools to support schools, teachers, students, and counsellors from the General Directorate of Education (DOPS) (i.e. "teacher coaches").
- Capacity building of existing group of DOPS counsellors to support teachers in the classrooms of French medium schools in language, maths and science. Retreats and trainings have been implemented on: positive psychology interventions, the PERMA model (positive emotions, engagement, relationship, meaning and accomplishment), a strengths-based approach to education, growth mindsets, positive leadership, and the HERO model (hope, efficacy, resilience, and optimism). According to an anonymous evaluation at the end of workshops, trainings were well-received by DOPS counsellors.
- Organisation of quality French language classes across all regions of Lebanon for 600 DOPS staff. Two hundred 200 DOPS staff completed pedagogical counseling courses and attained an accredited university diploma in education counseling to ensure the institutionalisation of methodologies in schools and to maximise the sustainability of results.

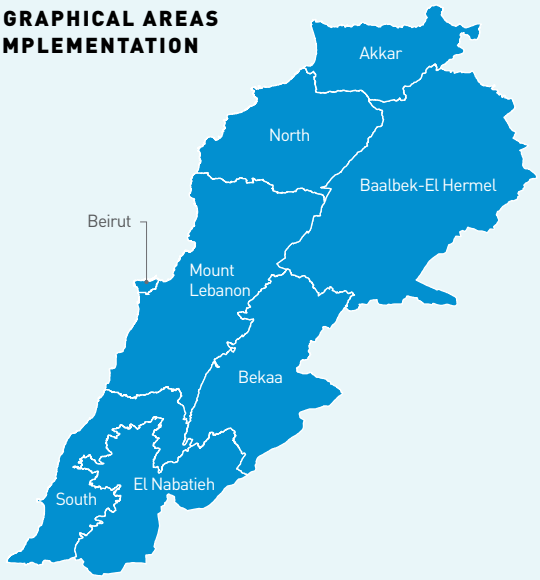
FER: Aug. 2018 - Feb. 2020

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.3 M
Disbursed to grantees	2.3 M
Expenditure by grantees	1.3 M

NATIONAL COUNTERPART:
Ministry of Education and Higher Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION

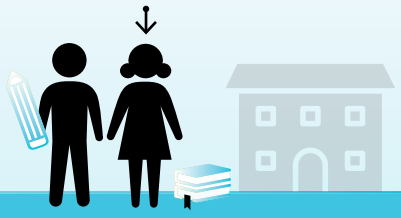


NIGERIA

290,951
children reached

210,500
targeted

46% girls



Students in TLS who passed the exam to enroll in formal education:

4,080

Children who completed remedial education programme:

1,540

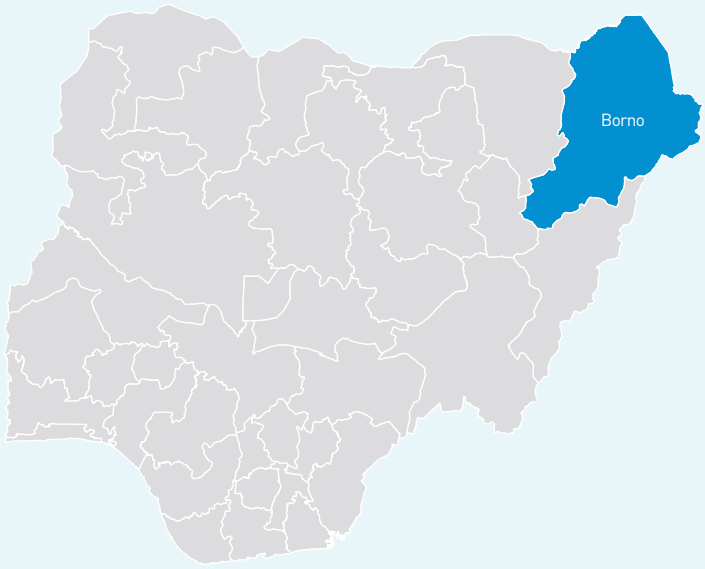
Children able to read a simple story:

2019 — **31%**

Baseline — **3%**

Ten years of conflict and violence perpetrated by Boko Haram and other armed groups has devastated communities in north-east Nigeria. Nearly 2 million people are internally displaced and another 240,000 have taken refuge in other countries. Widespread attacks on educational facilities have left thousands of schools damaged and destroyed. Where schools remain open, classrooms are crowded, teachers are not properly trained and learning materials are in short supply. The lack of security is also a barrier to education, particularly for girls. Without safe, quality learning environments, children are at risk of abduction, recruitment into armed groups, violence, exploitation and gender-related rights abuse.

GEOGRAPHICAL AREAS OF IMPLEMENTATION



FERs: Sept. 2018 - Oct. 2019
Grantees: Plan International, Save the Children, Street Child, UNICEF

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.5 M
Disbursed to grantees	2.4 M
Expenditure by grantees	2.2 M

NATIONAL COUNTERPART: Maiduguri University/Faculty of Education and the Ministry of Religious Affairs (MoRA)/ State Universal Basic Education, Local Government Education Authority in the target LGAs

Children able to recognise three-digit numbers:

Children able to conduct calculations with two-digit addition:

Children able to conduct two-digit subtraction:

Children able to conduct two-digit multiplication:

PROGRAMME COMPONENTS

- Increased learning opportunities in safe and learning-conducive environments. Temporary learning spaces were constructed to reduce overcrowding, classrooms were rehabilitated, and gender-segregated WASH facilities were built to ensure continuity of learning for conflict-affected children. Early Childhood Care and Development centres were established and equipped with recreational materials that promote socio-emotional learning.
- Support teacher professional development and improvement of their capacity to deliver quality education. To increase access to quality education, teachers were trained on the provision of catch-up and remedial classes, numeracy and literacy skills, the use of child-centred teaching and learning methods, psychosocial support, classroom management, and school-record keeping. Teachers were also provided with mentorship to further improve their teaching skills.
- Provision of remedial and catch-up classes to meet the needs of different learners. Children enrolled in remedial and catch up classes to gain educational opportunities appropriate to their grade level. This was supplemented with trainings and after-school clubs that covered key life skills including literacy, decision-making, assertiveness, empathy, problem solving, hygiene management and peace building.
- Empowerment of communities to participate as leaders and advocates in delivering and sustaining educational services to crisis-affected children. Community education committees were established and trained on topics such as disaster risk reduction, girl's education, child protection, monitoring of school activities, and school management. Collective income generating activities were created to empower female heads of household with skills, income and the opportunity to enroll their children into school.

© UNICEF/Adebayo

SAHEL REGIONAL CRISIS

BURKINA FASO, MALI, NIGER

Ongoing incidences of conflict and armed insurgency in the Sahel exacerbate existing regional issues of climate change, population growth, low agricultural productivity, underemployment, and migration. In 2019, the number of IDPs across the region reached 842,306 – a fivefold increase from the previous year – of which over 550,000 were in Burkina Faso. Insecurity and rising numbers of displaced people place strain on the already weak systems of basic social services and education in the countries affected by the crisis.

In 2019, repeated threats to teachers and attacks on schools led to the closure of 3,000 schools, and severely disrupted the education of more than 700,000 learners, including 268,000 children in Burkina Faso, 451,000 children in Mali and 10,300 in Niger. As the crisis extends, children – particularly girls – who have been forced out of school face multiple barriers to returning to their classrooms. Out of school children are at greater risk of gender-based violence and recruitment into armed groups, while gendered socio-cultural norms may limit girls' abilities to attend school. Moreover, inequities in access and utilisation of quality basic social services and resources remain widespread.

PROGRAMME COMPONENTS

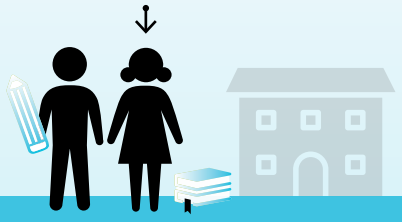
- Increased access to protective and inclusive learning environments to crisis-affected children. Temporary classrooms were constructed to provide children with safe learning spaces during the rehabilitation of permanent learning facilities. Teaching and learning supplies are being distributed and desks for students are being procured. Community members are being mobilised to encourage the reopening of schools in the crisis-affected regions.
- Enhanced protection of children in schools. Teachers are being instructed on the use of psychosocial support mechanisms and protective learning environments approaches. Community members are being trained to monitor and ensure school safety and child protection. Hygiene awareness trainings are being organised to improve health conditions in schools, especially for girls and children with disabilities. School programmes are being established to promote peace and social cohesion.
- Increased opportunities for continued learning. Tuition scholarships, cash transfers, and registration support will improve student enrollment in schools. Radio programmes on literacy and numeracy will be broadcasted to reach children living in hard-to-access areas. Gender-segregated latrines and WASH facilities will be built and menstrual kits are being distributed to girls support retention of students in school. Teachers are receiving training, mentorship, and pedagogical materials to improve the reach of their teaching processes.

© UNICEF/Keïta

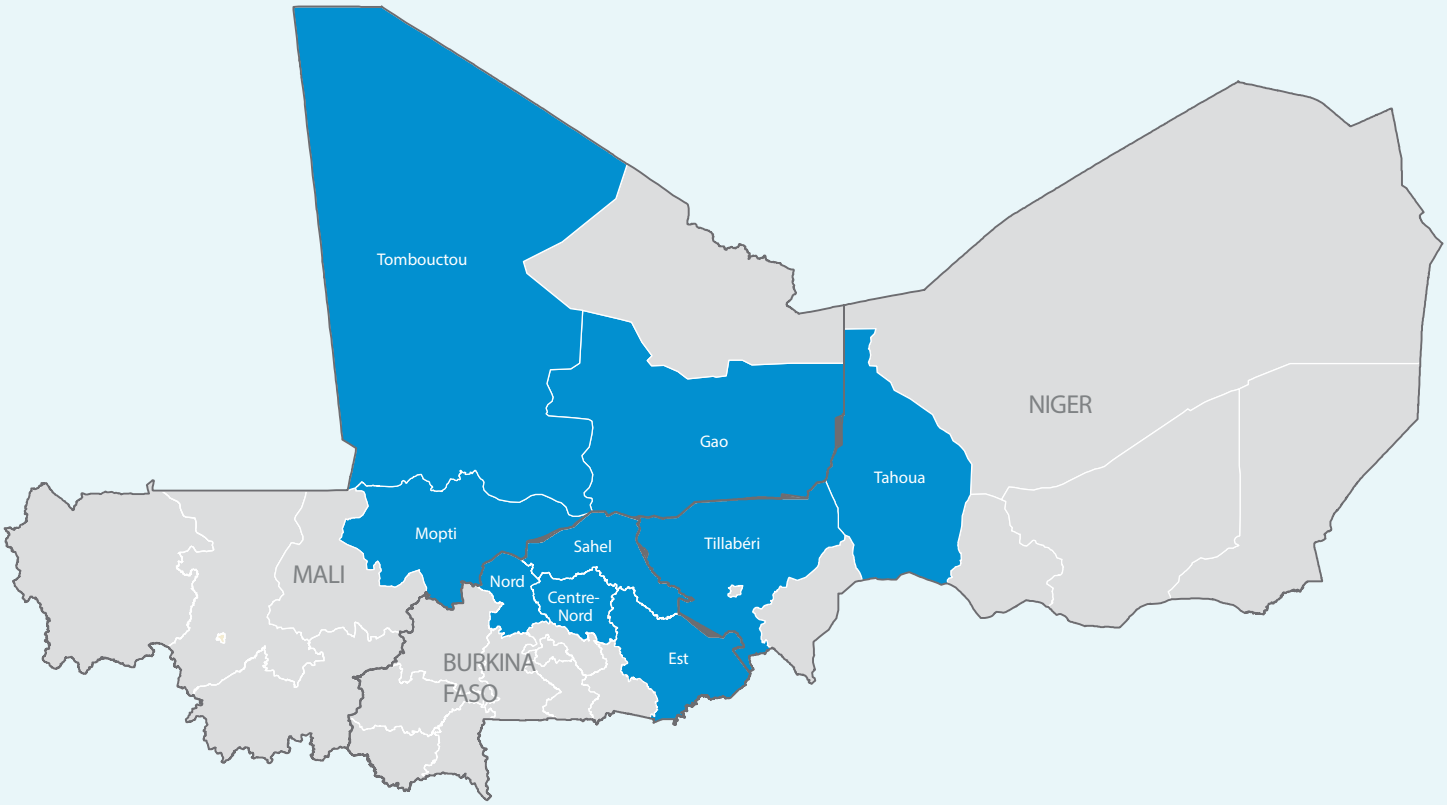
66,997
children reached

163,851
targeted

46% girls



GEOGRAPHICAL AREAS OF IMPLEMENTATION



139

BURKINA FASO

Children re-enrolled in school in temporary classrooms:

1,500[1]
(53% girls)

Displaced out-of-school children who attended remedial classes:

1,238[2]
(43% girls)

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	2.2 M
Disbursed to grantees	1.9 M
Expenditure by grantees	0.9 M

FERs: Aug. 2019 – Sept. 2020
Grantees: Plan International, Save the Children, UNICEF

NATIONAL COUNTERPART:
Burkina Faso Ministry of Education

MALI

Vulnerable children enrolled in schools:

518
(41% girls, 46% children with disabilities)

Displaced and host children re-enrolled in alternative learning opportunities in TLS:

1,500
(43% girls)

FINANCIAL INFORMATION[3]
(in US$, as of end of 2019)

Committed by ECW	1.9 M
Disbursed to grantees	1.4 M
Expenditure by grantees	0.2 M

FERs: Sept. 2019 – Sept. 2020
Grantees: Humanity Inclusion, Save the Children

NATIONAL COUNTERPART:
Mali Ministry of Education

NIGER

Children enrolled in formal and non-formal education:

39,883[4]
(50% girls)

Children reached with radio-based instruction:

1,983
(39% girls)

FINANCIAL INFORMATION[5]
(in US$, as of end of 2019)

Committed by ECW	1.9 M
Disbursed to grantees	1.9 M
Expenditure by grantees	1 M

FER: Aug. 2019 - April 2020
Grantee: UNICEF

NATIONAL COUNTERPART:
Niger Regional Directorate of Secondary Education, Ministry of Education

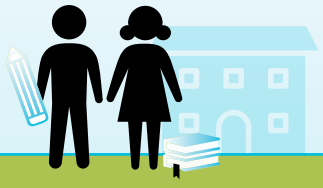
1 This is in the northern towns of Ouahigouya and Titao, and Seguenega commune.
2 This is in Oudalan province.
3 Two additional FERs of a total value of 2.4 M were approved in Dec 2019 but as these grants started on 1 Jan 2020, the amount was not included in this financial information.
4 This is in the regions of Tahoua and Tillabéri. Formal education includes pre-primary, primary and secondary schools.
5 Two additional FERs of a total value of 1.2 M were approved in Dec 2019 but as these grants started on 1 Jan 2020, the amount was not included in this financial information.

VENEZUELA*

7,610
children reached

75,000 targeted

51% girls



The political and economic crisis in Venezuela continues to deepen. The rapid decline of Venezuelan's economy and civil institutions has left approximately 7 million people in need of humanitarian assistance and protection. An estimated 1.2 million children are out of school and another 1.1 million children are at risk of dropping out. Shortages of water and electricity are major barriers to keeping children in school. At the same time a mass exodus of teachers has put the education system under enormous strain as hyperinflation limits the ability of parents to pay for educational needs.

FER: Sept. 2019 – Sept. 2020
Grantee: UNICEF

FINANCIAL INFORMATION**
(in US$, as of end of 2019)

Committed by ECW	7 M
Disbursed to grantees	7 M
Expenditure by grantees	0.4 M

NATIONAL COUNTERPART: Ministry of Education

PROGRAMME COMPONENTS

- Increased access to improved educational spaces for formerly out of school children. 15,000 children are expected to access education through safe and protective temporary learning spaces and schools. Teachers and facilitators will be trained on reintegration of primary and secondary children, including procedures for identifying out-of-school children and addressing their reintegration into the school system. WASH facilities and a school feeding programme will be established to improve learning environments.
- Alternative education/work opportunities. Curriculum will be developed to address reintegration and/or other education/work pathways. Catch-up programmes and foundational, life, and vocation skills trainings for adolescents will offer choice in life paths.
- Provision of learning materials. School-in-box, early childhood development, and recreational kits are being delivered to schools to improve teaching and learning environments.
- Access to safe and quality education. To improve safety for children and strengthen quality of education, teachers and administrators will take part in a teacher training programme on subject knowledge, safe referrals, |psychosocial support, peace education, life skills, and Psychological First Aid. Cash incentives for teachers in the Temporary Learning Spaces will be provided to improve teacher attendance and address their urgent needs.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

* There is no measurement of results available yet, since this grant was disbursed towards the end of 2019.
** An additional amount of 0.2 M was disbursed and utilized to support regional coordination efforts.

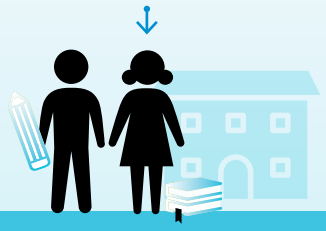
VENEZUELA REGIONAL CRISIS

BRAZIL, COLOMBIA, ECUADOR, PERU

18,796
children reached

86,500
targeted

51% girls



The influx of 800,000 migrant and refugee children and adolescents from Venezuela has resulted in a massive demand for education from Venezuela has resulted in a massive demand for education in Brazil, Colombia, Ecuador, and Peru, overloading the capacity of their education systems to accommodate migrant and refugee children. Once at school, the students face xenophobia, discrimination and harassment against refugee and migrant children, particularly towards girls. On average 50 per cent of the refugee and migrant children from Venezuela are not enrolled in formal schooling across the four countries. In Brazil, over 10,000 children and adolescents are in need of education, while in Colombia tens of thousands children and adolescents remain out of school. Additionally, 18,000 children in Ecuador are in need of improved access to education. In Peru, over 50 per cent of children between 6 and 11 years old and 60 per cent of children between 12 and 16 are out of school. Despite humanitarian response efforts in host countries, many Venezuelan children remain out of school, face overcrowding of education centers, struggle with enrolling into formal education, and are presented with challenges in completing their education.

© UNICEF/Zea

PROGRAMME COMPONENTS

- Non-formal education opportunities as a pathway to formal education: Out of school migrant, refugee, and host community children accessed age-appropriate and gender-sensitive non-formal education opportunities, including remedial classes and literacy and numeracy classes to better prepare students for transition to formal schooling.
- Increased access to formal education. Out of school children have accessed formal education through participating in formal and non-formal education programmes, including an MoE accredited, accelerated formal flexible education model, which prepares them to enter formal schooling. Children who have accessed ECW supported non-formal education programmes have transitioned to formal education in the new school year. Improved data collection and case management will lead to enrolling out of school children in formal education. Strengthened advocacy will reduce structural barriers families face in accessing formal education.
- Expansion of school access through rehabilitation of classrooms and establishment of Temporary Learning Spaces. Classrooms were rehabilitated to enroll more students and provide protective spaces. Temporary learning spaces and self-managed shelters were built and adapted to specific needs of those with disabilities and indigenous children. WASH facilities are being established.
- Inclusive and protective school environments: Teachers and administrators are being trained on child-centered pedagogy, inclusive education, child protection, emergency pedagogy, and life skills. Learning environments were improved through distribution education kits for children, and promotion of activities promoting peer empathy and social justice. Teachers were trained on how to deliver psychosocial support and social emotional learning to children.
- Mobilisation of communities through Back-to-Learning campaigns. Partners conducted campaigns to reinforce the importance of education and encourage out-of-school children to enroll. Sessions with parents, community members and children discussed ways to access education and mapped out various education services available.
- Transition of children from non-formal education to formal education. Children who successfully completed their non-formal programmes were referred to the formal system to continue their education. Transition was facilitated with continued support to students.

GEOGRAPHICAL AREAS OF IMPLEMENTATION

BRAZIL

FER: April 2019 – March 2020
Grantee: UNICEF

NATIONAL COUNTERPART:
Brazilian Federal Government

Refugee and migrant children and adolescents accessing non-formal education through Temporary Learning Spaces:

Actual 2019 — **9,564 (49% girls)**
Target 2019 ····· 3,500

Families supported to reduce structural barriers to accessing formal education:

Target 2019 ····· 1,000
Actual 2019 — **470**

FINANCIAL INFORMATION
(in US$, Million as of end of 2019)

Committed by ECW	**0.7 M**
Disbursed to grantees	**0.7 M**
Expenditure by grantees	**0.6 M**

COLOMBIA

FER:* July 2019 – July 2020
Grantee: Save the Children

NATIONAL COUNTERPART:
Columbia Ministry of Education

Out of school children who participated in flexible education model certified/ accredited by the MoE:

Target 2019 400
Actual 2019 — **69** **(45% girls)**

Out of school children who transitioned to formal education after participating in ECW-supported non-formal education programme:

Actual 2019 — **471** **(49% girls)**
Target 2019 400

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	**2.6 M**
Disbursed to grantees	**2 M**
Expenditure by grantees	**0.3 M**

ECUADOR

FER:* May 2019 - Nov. 2020
Grantee: UNICEF

NATIONAL COUNTERPART:
Ecuador Ministry of Education

Children supported with case by case follow-up to enroll in school:

Target 2019 2,000
Actual 2019 — **845** **(50% girls)**

Out of school children reached with school kits and cash transfers to support their enrollment in school:

282

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	**1.9 M**
Disbursed to grantees	**1.9 M**
Expenditure by grantees	**0.9 M**

PERU

FER:* May 2019 – May 2020
Grantee: Refugee Education Trust (RET)

Out of school children and adolescents who attended ECW-supported non-formal education programme:

Target 2019 10,000
Actual 2019 — **175** **(48% girls)**

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	**1.3 M**
Disbursed to grantees	**1 M**
Expenditure by grantees	**0.6 M**

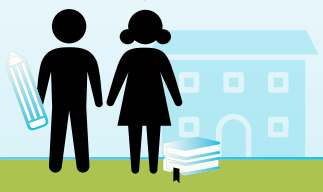
* In 2020, ECW will increase its financial support to the three most crisis-affected countries (Colombia, Ecuador, and Peru) as part of its regional response through a MYRP.

YEMEN*

3,963,113
children reached

3,907,987
targeted

43% girls



Children who have taken national end-of-cycle exams:
for school years 2016-2017, 2017-2018, and 2018-2019.

Actual **1,797,420**
Target 1,200,000

Teachers financially supported:

Target 135,353
Actual **127,433**

Students reached through teacher financial support:

Target 3,654,531
Actual **3,440,691**

Yemen is experiencing the world's worst humanitarian crisis. The number of people in need of assistance remains close to 24 million or almost 80 per cent of the population. As many as 4 million civilians have been displaced, including 375,000 during 2019. Two thirds of the population are hungry, and 11.6 per cent of the population is malnourished. Some 12 million children rely on humanitarian aid to survive. Thousands of schools remain idle because of structural damage and displacement of students and teachers. Some schools are occupied by armed groups. Around 2 million children are not in school and almost three quarters of public school teachers have not been paid in two years.

PROGRAMME COMPONENTS

- Provision of school feeding and educational materials to support learning. To enhance the quality of educational environments available to children, a school feeding programme was established to provide children with nutritional snacks over a period of six months. In addition, school supply kits were distributed to enhance learning.
- Improved school infrastructure and furniture. To prevent the further disruption of learning due to inadequate infrastructure, temporary learning spaces were established and accessed by children. School furniture including desks, whiteboards and other learning materials were distributed and utilised.
- Support for the organisation of final exams. Funding was provided to support the general examinations for approximately 1.8 million children and adolescents to reduce student drop-outs and encourage continuity of education.
- Cash incentives were provided to teachers and school-based staff in 12,355 schools for seven months to maintain access to learning for approximately 3.5 million students.

INITIAL INVESTMENT
July 2017 - Dec. 2019

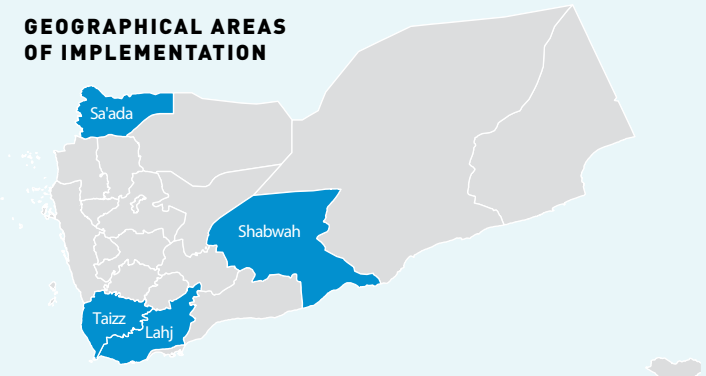
FERs: Sept. 2019 - (TBC)
Grantees: Abs Development Organization for Women & Child, Bena Foundation for Development, Education Cluster in Yemen NRC lead grantee, Nahda Makers' Organization, SOUL for development organization

FINANCIAL INFORMATION
(in US$, as of end of 2019)

Committed by ECW	15 M
Disbursed to grantees	15 M
Expenditure by grantees	14.8 M

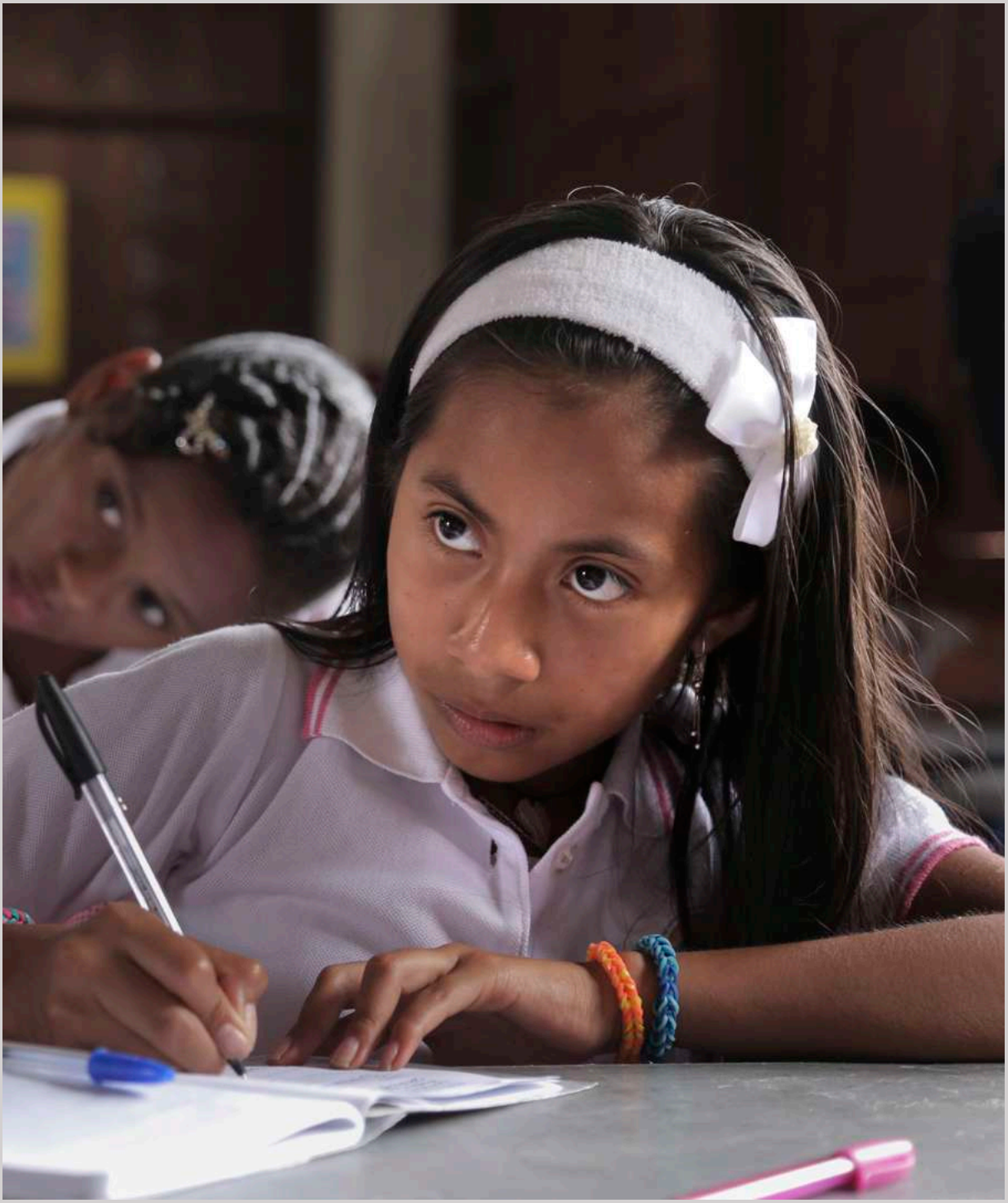
NATIONAL COUNTERPART: Ministry of Education

GEOGRAPHICAL AREAS OF IMPLEMENTATION



* Results captured on this country profile are from the Initial Investment grant (2017-2019). A FER was approved in Sept. 2019 to support the coastal governorates where an IDP crisis is escalating. No results measurements are available yet for this FER.

ANNEXES



© UNICEF/LeMoyne

ANNEX I: EDUCATION INDICATORS BY COUNTRY

Country		Amount approved	Amount disbursed to grantees	Total Children Reached with ECW Supported Services	Total Number of Children Reached, Formal Education
Afghanistan	1-Jan-18 - 31-Dec-19	$18,520,902	$18,520,902	172,057 *(57%*	161,412 *(57%)*
Bangladesh	1-Oct-18, ongoing in 2020	$11,984,966	$9,000,091	91,796 *(51%)*	0
Brazil	6-Apr-19, ongoing in 2020	$749,000	$749,000	9,250 *(48%)*	0
Burkina Faso	14-Aug-19, ongoing in 2020	$2,200,000	$1,850,000	23,113 *(39%)*	22,698 *(39%)*
Cameroon	22-Jul-19, ongoing in 2020	$2,754,473	$2,566,973	16,146 *(51%)*	1,348 *(52%)*
CAR	1-Mar-19, ongoing in 2020	$6,499,333	$6,502,941	107,078 *(44%)*	105,069 *(44%)*
Chad	3-Apr-17 - 31-Dec-19	$10,000,000	$10,000,000	380,310 *(45%)*	376,639 *(45%)*
Colombia	8-Jul-19, ongoing in 2020	$2,642,900	$1,982,175	1,373 *(51%)*	70 *(44%)*
Comoros	1-Jul-19, ongoing in 2020	$639,266	$639,266	14,330 *(49%)*	14,330 *(49%)*
DRC	17-Apr-18 - 30-Apr-19	$2,792,947	$2,792,947	46,122 *(49%)*	45,132 *(49%)*
Ecuador	20-May-19, ongoing in 2020	$1,936,700	$1,936,700	7,998 *(52%)*	7,998 *(52%)*
Ethiopia	3-Apr-17 - 31-Dec-19	$24,016,841	$24,016,841	142,840 *(38%)*	142,840 *(38%)*
Greece	1-Jul-19, ongoing in 2020	$2,806,843	$1,390,635	2,342 *(35%)*	0
Indonesia	8-Oct-18 - 7-Oct-19	$2,600,000	$2,350,000	63,302 *(51%)*	62,745 *(51%)*
Malawi	15-Apr-19, ongoing in 2020	$2,250,421	$2,250,421	334,584 *(50%)*	334,584 *(50%)*
Mali	2-Sep-19, ongoing in 2020	$4,300,000	$3,825,000	2,018 *(45%)*	518 *(51%)*
Mozambique	15-Apr-19, ongoing in 2020	$10,359,757	$9,109,818	99,273 *(50%)*	99,273 *(50%)*
Niger	19-Aug-19, ongoing in 2020	$1,899,821	$1,899,821	41,866 *(49%)*	39,883 *(50%)*
Nigeria	1-Sep-18 - 31-Aug-19	$2,499,999	$2,385,000	290,951 *(46%)*	265,156 *(45%)*
Palestine	1-Mar-19, ongoing in 2020	$11,740,555	$5,798,681	2,414 *(49%)*	2,414 *(49%)*
Peru	13-May-19, ongoing in 2020	$1,294,700	$971,025	175 *(48%)*	0
Somalia	1-Jul-19, ongoing in 2020	$14,401,189	$7,066,646	29,491 *(44%)*	29,491 *(44%)*
Syria	3-Apr-17 - 30-Dec-19	$18,000,000	$18,000,000	300,013 *(46%)*	149,190 *(50%)*
Uganda	1-Apr-18, ongoing in 2020	$22,225,000	$22,225,000	151,437 *(48%)*	128,721 *(48%)*
Venezuela	1-Oct-19, ongoing in 2020	$7,376,000	$7,376,000	7,610 *(51%)*	7,610 *(51%)*
Zimbabwe	15-Apr-19, ongoing in 2020	$2,250,000	$2,250,000	218,564 *(46%)*	218,564 *(46%)*
TOTAL excluding Yemen*		$188,741,613	$167,455,883	2,593,250 *(48%)*	2,253,447 *(48%)*
Yemen	1-Jul-17 - 31-Dec-19	$15,000,000	$15,000,000	3,963,113 *(43%)*	3,963,113 *(43%)*
GRAND TOTAL*		$203,741,613	$182,455,883	6,557,223 *(45%)*	6,216,560 *(45%)*

*In Yemen, due to the high complexity of the crisis, about 3.9 M of children have received spot humanitarian assistance (food rations, one-off support to take exams). Children in Yemen have not been added to the table since assistance provided is not directly comparable to the assistance provided in other countries

NOTE: Figures are cumulative for all grants active in 2019 since grant inception, regardless of inception year. If a grant stated in 2017 and was active in 2019, the cumulative figiture 2017-2019 is reported.

Country	Total Number of Children Reached, Non-formal Education	Pre-primary Children Reached, Formal + Non-formal Education	Teachers / Administrators Trained	Teachers / Administrators Financially Supported
Afghanistan	10,645 *(48%)*	7,729	3,501 *(53%)*	4,024 *(44%)*
Bangladesh	91,796 *(51%)*	19,373	1,941 *(64%)*	648 *(69%)*
Brazil	9,250 *(48%)*	2,302	125 *(65%)*	0
Burkina Faso	415 *(0%)*	1,681	271 *(44%)*	0
Cameroon	14,798 *(51%)*	0	97 *(51%)*	0
CAR	2,009 *(45%)*	1,604	1,319 *(25%)*	332 *(23%)*
Chad	3,671 *(76%)*	0	2,729 *(20%)*	661 *(13%)*
Colombia	1,303 *(52%)*	241	262 *(29%)*	0
Comoros	0	0	0	0
DRC	990 *(51%)*	1,223	1,115 *(28%)*	0
Ecuador	0	554	612 *(74%)*	0
Ethiopia	0	12,318	1,923 *(40%)*	314 *(0%)*
Greece	2,342 *(35%)*	105	120 *(0%)*	0
Indonesia	557 *(58%)*	2,770	1,138 *(64%)*	0
Malawi	0	18,352	805 *(51%)*	0
Mali	1,500 *(43%)*	0	306 *(41%)*	132 *(39%)*
Mozambique	0	1,312	1,183 *(43%)*	88 *(39%)*
Niger	1,983 *(39%)*	1,541	755 *(34%)*	0
Nigeria	25,795 *(49%)*	3,759	1,189 *(39%)*	294 *(41%)*
Palestine	0	0	0	127 *(50%)*
Peru	175 *(48%)*	0	117 *(70%)*	0
Somalia	0	0	0	132 *(17%)*
Syria	150,823 *(42%)*	0	4,448 *(45%)*	4,289 *(50%)*
Uganda	22,716 *(48%)*	0	514 *(0%)*	597 *(40%)*
Venezuela	0	0	0	0
Zimbabwe	0	30,912	3,957 *(55%)*	0
TOTAL excluding Yemen*	340,663 *(47%)*	108,330	29,142 *(44%)*	11,638 *(43%)*
Yemen	0	0	0	127,433 *(26%)*
GRAND TOTAL*	340,663 *(47%)*	108,330	29,142 *(44%)*	139,071 *(27%)*

Country	Children Reached with Teaching and Learning Materials	Classrooms Supported with Teaching and Learning Materials / Supplies	Classrooms Built or Rehabilitated	Latrines Constructed or Rehabilitated
Afghanistan	160,503 *(57%)*	3,881	1,171	577
Bangladesh	63,904 *(51%)*	330	325	159
Brazil	0	0	0	0
Burkina Faso	747 *(57%)*	0	0	0
Cameroon	0	0	0	0
CAR	108,069 *(44%)*	312	32	21
Chad	376,639 *(45%)*	174	174	230
Colombia	0	0	8	0
Comoros	14,330 *(49%)*	0	0	0
DRC	45,682 *(49%)*	128	203	179
Ecuador	282 *(48%)*	6	0	0
Ethiopia	131,146 *(38%)*	116	10	0
Greece	410 *(43%)*	6	0	0
Indonesia	50,622 *(51%)*	615	1,944	0
Malawi	103,197 *(50%)*	500	49	0
Mali	1,500 *(43%)*	0	0	0
Mozambique	30,907 *(53%)*	235	65	24
Niger	0	0	0	0
Nigeria	213,114 *(48%)*	193	102	22
Palestine	0	0	0	0
Peru	0	0	0	0
Somalia	13,067 *(44%)*	88	88	44
Syria	231,983 *(48%)*	1,853	1,237	0
Uganda	151,436 *(48%)*	268	155	572
Venezuela	0	174	0	0
Zimbabwe	43,582 *(54%)*	231	2	270
TOTAL excluding Yemen*	1,738,924 *(48%)*	9,448	5,597	2,123
Yemen	59,392 *(44%)*	225	16	0
GRAND TOTAL*	1,798,316 *(48%)*	9,673	5,613	2,123

ANNEX II: FINANCIAL DATA

ECW Allocation of Funds & Disbursements (Inception to December 31, 2019, in USD)

	APPROVED	DISBURSED		
		2017	2018	2019
INITIAL INVESTMENTS				
Chad	10,000,000	3,546,647	5,758,168	-
Ethiopia	15,000,000	4,498,756	4,085,455	5,411,077
Syria	15,000,000	7,329,284	7,216,914	-
Yemen	15,000,000	9,994,099	-	4,641,809
Total Initial Investments	55,000,000	25,368,786	17,060,537	10,052,886

ACCELERATION FACILITY				
Alliance for Child Protection in Humanitarian Action (CPHA)	100,000	-	-	100,000
Global Campaign for Education (GCE)	150,000	-	-	150,000
Global Coalition to Protect Education from Attack (GCPEA)	100,002	-	75,000	25,002
Redd Barna	124,548	-	-	124,548
UNICEF IASC Cluster	2,500,000	1,965,986	499,940	-
UNICEF IASC Cluster	100,045	-	100,045	-
UNICEF IASC Cluster	2,493,946	-	-	1,156,714
Inter-Agency Network for Education in Emergencies (INEE)	100,000	-	75,000	25,000
Inter-Agency Network for Education in Emergencies (INEE)	400,000	-	-	400,000
UNESCO	370,000	-	-	370,000
UNGEI: United Nations Girls Education Initiative	250,000	-	-	250,000
UNHCR	2,200,000	-	-	2,200,000
Total Acceleration Facility	8,888,541	1,965,986	749,985	4,801,264

NOTE: Utilization % for UNICEF is real time and for NGOs and other UN agencies 6 montly report

1 Cost Recovery is 7% or 8% for the Bilateral funds for UNICEF and can only be disbursed to UNICEF Country offices. The cost recovery is not added in disbursements as it is included in the Trust Fund fees shown in T1

COST RECOVERY [1]	TOTAL Disbursed	UNDISBURSED	REFUND	% DISBURSED
695,185	10,000,000	-	-	100%
1,004,712	15,000,000	-	-	100%
453,802	15,000,000	-	-	100%
364,091	15,000,000	-	-	100%
2,517,790	55,000,000	-	-	100%

-	100,000	-	-	100%
-	150,000	-	-	100%
-	100,002	-	-	100%
-	124,548	-	-	100%
34,074	2,500,000	-	-	100%
-	100,045	-	-	100%
92,537	1,249,251	1,244,694	-	46%
-	100,000	-	-	100%
-	400,000	-	-	100%
-	370,000	-	-	100%
-	250,000	-	-	100%
-	2,200,000	-	-	100%
126,611	7,643,846	1,244,694	-	100%

	APPROVED	DISBURSED		
		2017	2018	2019
FIRST RESPONSE				
Afghanistan	3,376,253	2,644,408	-	731,845
Bangladesh	3,000,000	3,000,000	-	-
Brazil	749,000	-	-	749,000
Burkina Faso	2,200,000	-	-	1,850,000
Cameroon	2,754,473	-	-	2,566,973
Cenral African Republic	5,999,746	5,999,746	-	-
Colombia	2,642,900	-	-	1,982,175
Comoros	639,266	-	-	639,266
DRC	2,792,947	-	2,675,904	117,043
Ecuador	1,936,700	-	-	1,936,700
Greece	2,806,843	-	-	1,390,635
Indonesia	2,600,000	-	2,350,000	-
Lebanon	2,252,560	-	2,252,560	-
Madagascar	473,767	473,767	-	-
Malawi	2,250,421	-	-	2,250,421
Mali	4,300,000	-	-	3,825,000
Mozambique	10,359,757	-	-	9,109,818
Nepal	1,885,542	1,885,542	-	-
Niger	3,269,398	-	-	3,269,398
Nigeria	2,499,999	-	2,385,000	-
Palestine	2,067,518	2,067,518	-	-
Peru	1,544,700	250,000	-	971,025
Papua New Guinea (PNG)	1,544,668	-	1,544,668	-
Somalia	4,933,261	4,933,261	-	-
Syria	3,000,000	-	3,000,000	-

COST RECOVERY [1]	TOTAL Disbursed	UNDISBURSED	REFUND	% DISBURSED
-	3,376,253	-	-	100%
-	3,000,000	-	-	100%
-	749,000	-	-	100%
-	1,850,000	350,000	-	84%
-	2,566,973	187,500	-	93%
-	5,999,746	-	-	100%
-	1,982,175	660,725	-	75%
-	639,266	-	-	100%
-	2,792,947	-	-	100%
-	1,936,700	-	-	100%
-	1,390,635	1,416,208	-	50%
-	2,350,000	250,000	-	90%
-	2,252,560	-	-	100%
-	473,767	-	-	100%
-	2,250,421	-	-	100%
-	3,825,000	475,000	-	89%
-	9,109,818	1,249,939	-	88%
-	1,885,542	-	7,211	100%
-	3,269,398	-	-	100%
-	2,385,000	114,999	-	95%
-	2,067,518	-	-	100%
-	1,221,025	323,675	2,043	79%
-	1,544,668	-	-	100%
-	4,933,261	-	67,301	100%
-	3,000,000	-	-	100%

	APPROVED	DISBURSED		
		2017	2018	2019
Uganda	3,365,402	3,140,402	225,000	-
Ukraine	1,504,134	1,504,134	-	-
Venezuela Crisis (Regional) [2]	376,700	-	-	376,700
Venezuela	7,000,000	-	-	6,481,481
Zimbabwe	2,250,000	-	-	2,250,000
Total First Response	86,375,955	25,898,778	14,433,132	40,497,481
MULTI YEAR RESILIENCE PROGRAMS				
Afghanistan	15,616,170	-	-	14,810,656
Bangladesh	11,984,966	-	6,000,091	-
CAR	6,499,333	-	-	6,502,941
Chad	16,000,000	-	-	8,181,667
Ethiopia	17,900,000	-	-	8,704,598
Palestine	11,740,555	-	-	5,798,681
Somalia	14,401,189	-	-	7,066,646
South Sudan	19,900,000	-	-	9,715,661
Syria	10,000,000	-	-	-
Uganda	22,000,000	-	7,402,791	14,597,209
Total Multi Year	146,042,214	-	13,402,882	75,378,059
Total	**296,306,709**	**53,233,550**	**45,646,536**	**130,729,689**

2 Administered by UNICEF Regional office in Panama

COST RECOVERY [1]	TOTAL Disbursed	UNDISBURSED	REFUND	% DISBURSED
-	3,365,402	-	-	100%
-	1,504,134	-	17,407	100%
-	376,700	-	-	100%
518,519	7,000,000	-	-	100%
-	2,250,000	-	-	100%
518,519	81,347,909	5,028,046	93,961	47%
805,515	15,616,170	-	-	100%
-	6,000,091	5,984,875	-	50%
-	6,502,941	-3,608	-	100%
494,533	8,676,200	7,323,800	-	54%
312,242	9,016,841	8,883,159	-	50%
-	5,798,681	5,941,874	-	49%
-	7,066,646	7,334,543	-	49%
-	9,715,661	10,200,000	-	49%
-	-	10,000,000	-	0%
-	22,000,000	-	-	100%
1,612,290	90,393,231	55,664,644	-	61%
4,775,210	**234,384,986**	**61,937,384**	**93,961**	**77%**

ANNEX III: LIST OF ACRONYMS

ABE	Alternative basic education
ACL	Accelerated learning classes
AEP	Accelerated education programme
AF	Acceleration Facility
ASER	Annual Status Education Report
AR	Annual report
CAR	Central African Republic
CBE	Community-based education
DRC	Democratic Republic of the Congo
DTM	Displacement Tracking Matrix
ECCD	Early childhood care and development
ECHO	European Civil Protection and Humanitarian Aid Operations
ECW	Education Cannot Wait
EiE	Education in emergencies
EiE	Education in emergencies and protracted crises
FER	First Emergency Response
GCPEA	Global Coalition to Protect Education from Attack
GEC	Global Education Cluster
GSCI	Global Severity Crisis Index
HEA	Humanitarian Education Acceleration
IDP	Internally displace person
II	Initial Investment
INEE	Inter-agency Network for Education in Emergencies
IOM	International Organization for Migration
JENA	Joint Education Needs Assessment
MHM	Menstrual hygiene management
MHPSS	Mental health and psychosocial support
MoU	Memorandum of Understanding
MYRP	Multi-Year Resilience Programme
NA	Needs Assessment
NRC	Norwegian Refugee Council
ODA	Official development assistance
PIN	Persons in need
PSS	Psychosocial support
SEL	Social and emotional learning
TaRL	Teaching at the Right Level
TLC	Teaching and learning circle
TLS	Temporary learning spaces
TPM	Third-party monitoring
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WFP	World Food Programme

ECW is the first global fund dedicated to education in emergencies and protracted crises. It was launched by international humanitarian and development aid actors, along with public and private donors, to address the urgent education needs of 75 million children and youth in conflict and crisis settings. ECW's investment modalities are designed to usher in a more collaborative approach among actors on the ground, ensuring relief and development organizations join forces to achieve education outcomes. Education Cannot Wait is hosted by UNICEF. The Fund is administered under UNICEF's financial, human resources and administrative rules and regulations, while operations are run by the Fund's own independent governance structure.

Additional information is available at
www.educationcannotwait.org

Contact: info@un-ecw.org

Follow us:
@Educannotwait